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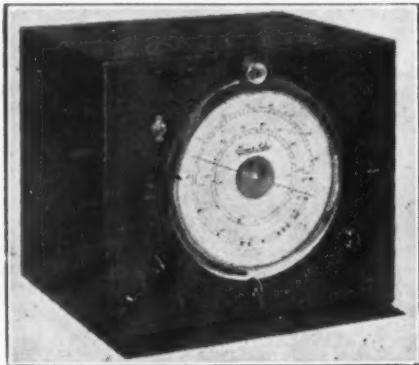
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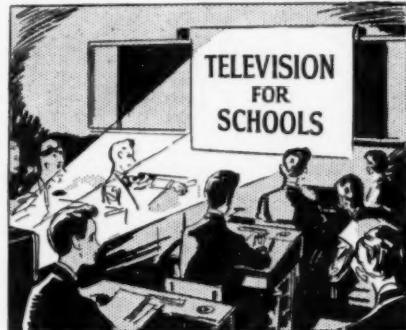
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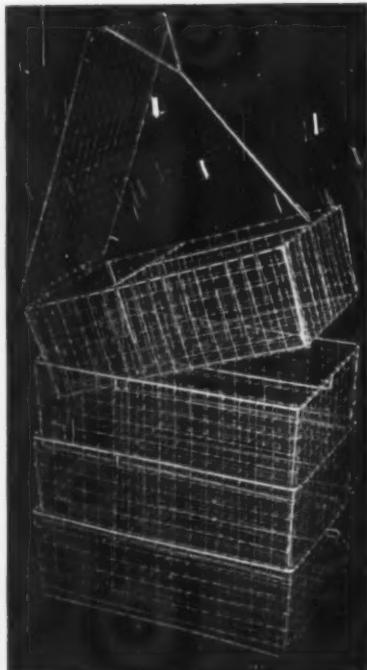


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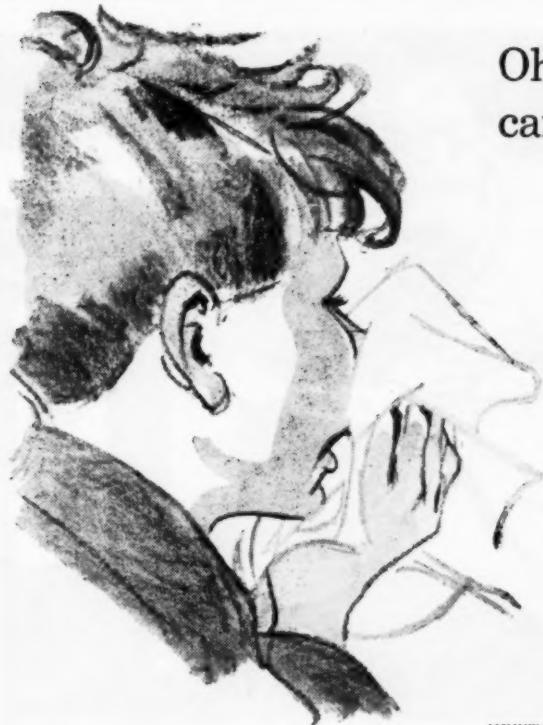
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The

# SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,343. VOL. CXLVI.

FEBRUARY, 1954

## Great Progress has been made in Education In spite of Super-abundance of Jeremiahs

*This declaration was made by MR. FRANK BARRACLOUGH, C.B.E., Director of Education for the North Riding of Yorkshire, in his presidential address to the Association of Education Officers at their annual meeting in London last month.*

WHEN I asked my predecessor, said Mr. Barracough, why, in his own presidential address, he had not reviewed the fifty years of education since the establishment of local education authorities, he suggested he had left that for me but I soon abandoned all thoughts of doing any such thing. I did go so far as to look up some records of what was happening in the public system of education fifty years ago, but I found myself in such a strange and foreign country that I quickly left it. It was a country in which 50 percent of the children were verminous, and in which about as many were nearly illiterate; it was a time when teaching, at £60 a year for a certificated assistant master, had still to be recognised as a profession; it was a period in which, with coal at 14s. 6d. a ton, village schoolrooms in Winter were commonly half-way between freezing-point and comfort and when schools were regularly closed for weeks on end through epidemics and disease.

### Great Progress Made.

If we have come a long way since then, we have run into enough difficulties of our own times. Right up to 1939, it was still necessary to hawk Education to sell it; public opinion was still in the process of conversion; but all that changed during the war, and since then public opinion has demanded educational advance at a greater rate than can possibly be supplied; and to complicate things more, a free present of 1½ million extra children has been given to local education authorities to educate.

That has made the last nine years extremely difficult and has guaranteed a continuance of difficulties for the next ten years. Even so, great progress has been made, though that is often minimised or denied by our present-day Jeremiahs, of whom we now seem to have a superabundance.

Take for example, the recent broadsheets "Schools Under Pressure," published by Political and Economic Planning. We must all readily admit our great indebtedness to P.E.P. for an exceptionally fine piece of analysis, and for taking an absolutely realistic view of the problems to be faced. But they preface their analysis by this statement:

"The Education Act of 1944 provided for fundamental changes in the educational system of Great Britain . . . Nine years later, although certain administrative and financial changes have been made, only one of the more important provisions of the Act, the raising of the school-leaving age to fifteen, has been implemented."

Fully implemented throughout the length and breadth of the country is what they mean presumably; well no one expected that in nine years, and neither did P.E.P. But,

after all, the statement I have quoted is an averaging statement. You might as well say there is no blue sky, because, if you average cloud conditions over a year, you get a uniform grey. On the other hand, if you look for educational advance throughout the country, I believe you will find there has been more progress since 1945 than in any similar period of years.

### What has been done in North Riding.

To drive this point home, may I give a few facts about my own county? I shall not be arguing from the particular to the general, because, allowing for local variations here and there, your experience will not be dissimilar to mine; and taken altogether, your combined experience is that of the country as a whole; but each of us can only speak at first hand of the conditions in our own areas. In the North Riding, then, the raising of the school-leaving age, far from being the only important provision of the Act, that has been implemented, has been just one of many important changes since 1945. Grammar school fees have been abolished. Scholarships to universities and similar institutions have been multiplied by six. We had no school meals service in 1939, and, since 1945, the number of children supplied with school meals has been nearly doubled. There was little provision in 1945 for handicapped children, but now the back of the problem has been broken. There was moaning and groaning a few years ago about the school dental service, but now facilities have been nearly doubled since 1945, and we are within sight of our main target under the Act.

Yes, but what of the main issue of primary and secondary education? Well, as regards secondary education, in the twenty-five years between 1903 and 1928, my county made provision for a total of 3,000 secondary school children. On the other hand, in the period of twenty months between January, 1953, and September, 1954, the North Riding will have extended its secondary school accommodation by over 3,000 places, much of it in rural districts, and will thereby have increased its secondary school provision by 25 per cent. Again, although we were not allowed to begin building new schools until 1948, since then we have completed or have in hand, new primary and secondary school accommodation for 20 per cent of our present swollen school population.

That, briefly, is an account of some of the things that have been done in one county to implement the Act. But those of you who have seen that remarkable West Riding publication "Ten Years of Change," will have formed a

much clearer picture of what has been achieved, than a mere recital of a few facts can give. Even so, in the West Riding's book, many of the disquieting and disturbing illustrations are of neglected voluntary schools; and they are only there because the West Riding's development plan has not long been approved. Some of us who were lucky enough to get our development plans approved six years ago have now come out of the back-straight into the run-in on that problem; and, in my own case, our architect's department, with all its other preoccupations, is within sight of accomplishing a multiplicity of minor works to bring over 150 controlled schools into better shape, and to give them modern amenities in the way of sanitation, water, heating, lighting, playgrounds, and general repair and decoration.

#### The Question of Costs.

May I next refer to a question of costs and two recent gloomy statements about them.

The first goes something like this: that if you make the necessary adjustments to take account of inflation, and deal in terms of real money values, then, although there has been a considerable increase in the number of children in the schools, the intrinsic expenditure per child on the main services has not really changed since 1945. To me, a statement of that sort is like telling Father, who has just been presented with triplets, to cheer up because the cost per head of maintaining the family will still be the same.

Or again, take the statement that if the school population in 1938 had been what it is now, then in real money values, present expenditure on main services would be no greater than before the war; in other words, Father should consider himself lucky that the triplets did not arrive sixteen years ago.

What seems to escape emphasis is the great increase in cost, both actual and real, that has resulted from the transfer of large numbers of children from primary to secondary education, since the war. Neither is reference apparently made to the fact that, in rural districts, transferring pupils from all-age schools to secondary modern schools increases the expenditure per child, at once, not over a period of years, from £25 to £75 a year or more. I include the cost of buildings and of transport, as they are a necessary part of the educational advance, and of the price which has to be paid for it.

In my own county, expenditure on Education has increased from £1½ million in 1945 to £3½ million to-day. Of course, inflation accounts for much, but even if you include the cost of educating the additional number of primary school children as an inflationary factor—and I do not think you should—I reckon that about 40 per cent of our increased expenditure since 1945 has been for educational advance.

#### Work Still to be Done.

No one would be so foolish as to pretend there is not a whole mountain of work still to be done, or to maintain that the present picture is anything but patchy in any local authority area. Indeed, it is largely because of educational advance in one part of a county, such as the re-organization of an area, that impatience for similar benefits elsewhere has created a good deal of local discontent. And if, for example, unorganized rural areas were called upon to wait much longer for their new secondary modern schools, until after urban areas and new housing estates had received their complement of secondary schools to match all the new primary schools which they have required and received, I believe that discontent in unorganized rural areas would not merely turn to bitterness, but that, where there is considerable public enthusiasm for education, its long continued frustration might even produce a new kind of Passive Resister.

You will remember that when the Education Bill was before Parliament, there was strong pressure to name a date for the raising of the school-leaving age to sixteen; but even in those days of enthusiastic fever, when everyone was hoping and planning too much, Parliament fought shy of that. Yet, because the post-war picture proved to be so different from expectations, we have had to deal with, and are still having to face, nearly as many extra children as a war-time decision to raise the leaving age to seventeen would have contemplated. This means that even if the number of teachers is increased by 4,000 a year for the next ten years, and all the new schools that we want are built, we shall not be able to reduce the size of school classes. There is really only one way to bring the size of classes down in the next ten years. It has recently been canvassed again, in a gloomy statement about progress, or lack of it, under the Education Act. The suggestion is that the period of schooling should temporarily be reduced for a number of years, thereby reducing the number of children in the schools; but that new school building and recruitment of additional teachers should continue undisturbed; in that way, it is suggested we should get our new schools, complete reorganization, and have classes of the size that teachers, parents, and all of us want to see. If that suggestion were practicable, it would be excellent; but if it is merely advice to the Minister and local education authorities how to administer *in vacuo*—and I suggest that it is—what useful purpose does it serve?

You will recall that the question of an amending Bill to postpone the raising of the leaving age to fifteen was seriously considered in 1947, not in order to reduce the size of classes, but to avoid a reduction of the boy-and-girl-power in industry, and to avoid an increase of man-and-woman-power and money in the schools. As everyone knows, postponement was rejected, and it was decided to raise the age and accept the difficulties.

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Again, in 1949, certain distinguished economists, who had overlooked, I think, the pending increase of a million primary school children, were advocating a cut of £50 million a year in the educational budget, and there was a mild flirtation with the idea of raising the school entrance age to six; not in order to reduce the size of classes, but in order to reduce the school building programme and the educational budget. As in 1947 and 1949, so in 1954 it is not practicable to curtail the period of schooling, and if it were, it is unlikely that the relief would be allowed to benefit the schools for long. The fact of the matter is that to get any sort of priority for public expenditure today, you must first produce the difficulty; at least, that has been the post-war situation up-to-date. Is it conceivable that the position has changed and, if it has, that any Government could persuade the country to raise the school entrance age to six, or lower the leaving age to fourteen, or raise the age of transfer to secondary schools to 12? If not, and if we are to go through with all the difficulties, it is not because anyone is complacent about them, but because there is no way of avoiding them; and it will serve no useful purpose to keep up a jeremiad about them.

#### Parents Have Greater Choice of Schools.

Another alleged grievance about the Education Act has recently had an airing. At least I read in a Press report of an important conference a few weeks ago, that, as regards choice of schools, the rights of parents had been strikingly diminished since the passing of the 1944 Education Act. Which parents? If the reference was to parents of grammar school children, then, surely, it was through the abolition of fees in grammar schools, by the Education Act, that the parents of well over 100,000 grammar school pupils had their first chance to choose a grammar school for their children; before the war they had no such choice. Again, as regards choice of schools, it seems to be forgotten that there was no Section 76 before the 1944 Act. It is, of course, true that the proviso in the Section which requires local education authorities to have regard to the avoidance of unreasonable public expenditure is not always popular; but to suggest that it can and should be ignored is to offer unrealistic advice. The Ministry have issued a Manual of Guidance on the subject of Section 76, and on the limits within which local education authorities must work in administering it; but even if the lowest limit is taken, the 1944 Act has given parents a greater choice of schools than they had before, and to suggest that the contrary is the case is misleading, to say the least.

#### The Fleming Report.

Lastly, I should like to refer to the Fleming Report, which has appeared in the news again recently, somewhat surprisingly perhaps. As a result, many people may have blown the dust off their ten-year-old copies of the report, and may have looked at it again. Amongst those who made their contribution to the revived discussion of the report, Mr. Kenneth Lindsay told us that it was dead before it was published, and the Head Master of Fettes said, a little more kindly perhaps, that it had dated.

Many people believe that it is certainly true that if there is ever to be a bridge between the public system of education and public schools, it will only be built when the Fleming Report, and the phrases and concepts which it produced, such as "Fleming boys," "Experiment in Education," "Guinea Pigs," and the like, have all been lost and forgotten.

Speaking for myself, I still hope that in ten or fifteen or twenty years' time, when the major reforms in primary and secondary education under the public system have been completed and the system is bright and shining and a near-equivalent to our hopes of ten years ago, an acceptable solution of the bridge-building problem may be found; and that the public schools, the best schools we have, may never be lost, but may serve the public as a whole. If that is to happen, two main difficulties will have to be sur-

mounted, after the Fleming Report has been forgotten, before a fresh attempt can be made. First, it will have to be possible to take the question away from the two extreme parties to the debate; on the one hand, from those who regard all who differ from them on this question as being imbued solely by the egalitarian principle; and, on the other hand, from those who regard all but themselves as being merely concerned to maintain privilege. Secondly, the publicly maintained grammar school and the expenditure incurred on it, must more nearly approach the standards of the public school. Already, since before the war, costs in maintained grammar schools have more than doubled, while in some of the best public schools fees have only increased by about 50 per cent. above the 1939 figures. That has only been possible through the considerable sacrifices which have been made by public schoolmasters, some of whose salaries have only increased by about 40 per cent. since 1939, and some of whose pensions are appreciably less than those of assistant masters in grammar schools.

#### Effect of High Taxation.

In the years immediately ahead, there seems to be no doubt that public schools will have no difficulty in finding all the pupils they can cater for. But the complexion of the public schools may be appreciably altered, in the meantime, unless new and acceptable ways and means are found, to offset the effects of high taxation and the lowered standards of living of professional men.

It has been suggested that some additional tax allowance should be granted to parents who send their children to efficient, non-profit making, independent schools, and who thereby relieve the public system of education of expenditure. But that might provoke a general clamour, for indeed, there may be many who would like to have the chance of voting the straight ticket on contracting out of

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publicly provided services. On the other hand, if it were feasible to increase the tax allowances for all children over school-leaving age who are receiving full-time education, and to repay post-war credits to their parents, no difficulty of principle would appear to arise, and a much-needed encouragement would be given to parents to keep their children at school to the end of their VIth form course.

Perhaps it is too much to hope, at least at the present time, that non-profit making independent schools which comply with the statutory requirements of the Education Act, 1944, should thereby qualify for a grant from the Ministry, though necessarily for a smaller grant than that given to direct-grant schools.

In conclusion, I hope that Education will move up still higher on the priority list in 1954, and that its claims will be pressed even more strongly than in 1953. But, even more, I hope that all who are in any way concerned with the educational service will be more cheerful about facing the difficulties, which have been deliberately adopted, than they were last year. Positive achievements so often seem to have been taken as a matter of course, and to have been overlooked amongst complaints about difficulties, about what remains to be done, and about the cost of what has been done already.

If all goes well, there is the possibility, even with all the post-war problems, that the Education Act, 1944, may be completely translated into practice in thirty years from 1945, instead of in fifteen years, as most people originally hoped; and that would be a considerable achievement.

It has been said that the pessimism of the post-war is the pessimism of the professional man about his lower standard of living, and that both are permanent. Be that as it may, if a mood of depression falls on Education, we get it for breakfast, dinner, and tea, at meetings, conferences, speech days, in the weekly educational journals, and in the daily Press. If that continues through the years of difficulty ahead, I think that when all the scaffolding has been finally removed from all the works that have been put in hand since 1945, and the rising generation properly appraises these times as years of great educational building, they will also say that we were dispirited labourers.

### The Press and Education

Speaking to the Edinburgh Teachers' Association last month Mr. A. D. Mackie, editor of the *Evening Despatch* claimed that the Press is an educative factor in Britain. Many people had no flair for literacy and, once they had left school, no desire to read literature. Without some incentive to read many would lapse back into illiteracy. The popular Press provided such people with items to their liking and thus kept them reading. Defending some of the items of the popular Press, Mr. Mackie reminded members that the abnormal was news—the normal wasn't—and papers had to pay their way. He admitted, however, that more was made of everyday human relationships in the American and Canadian Press, and it had proved very popular. He thought that idea could be developed here.

Mr. Mackie described the training of journalists in the past and outlined the new scheme, in which entrants to journalism would be required to follow a scheme of training for three years for a Diploma. He stated that, in the past, entrants had been taken on at fourteen and fifteen years of age, but nowadays it was found better to take them on at the approximate age of eighteen after they had taken their "Highers."

**Somerset Education Committee** have recommended the purchase of a mobile library service van to serve the areas in which there are no branches of the County Library. The estimate of annual expenditure for this service is £2,000.

### Cheap at the Price

By C. W. HILL (Codsall Secondary School, Staffs.)

With the present shortage of school places and the urgent necessity of providing more so much in the news lately many people must often have wondered how much it actually costs for an education authority to equip and maintain a small school for, say, 120 pupils.

Even given a suitable building, considerable expenditure is still necessary to implement the recommendations of the authority's architects, sanitary engineers, canteen supervisors, subject organisers, inspectors and specialists who each must have their say. The costs mount steadily to the dismay of the education authority and, one presumes, of the rate-payer too.

It was not always so. Rummaging among old family papers recently I came upon some which suggest that opening a school in the early nineteenth century was comparatively cheap and easy. In October, 1809, a meeting was held at Norwich by representatives of the two local Baptist congregations "to consider the propriety of establishing a system of education upon the plan of Mr. Lancaster." At the meeting the Rev. Joseph Kinghorne, of St. Giles's parish, produced a rough estimate of the "probable expenses of a school for 100 girls."

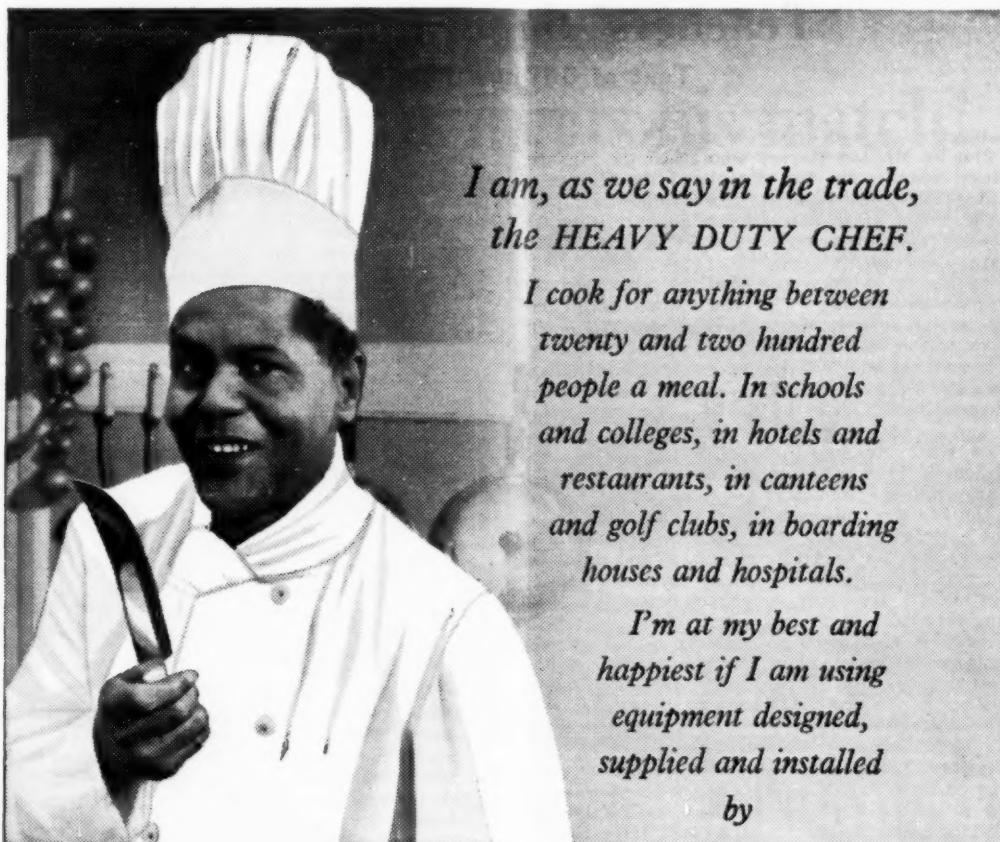
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This simple but comprehensive estimate was apparently considered by the meeting to be lower than had been anticipated and a more ambitious project, to cater for 120 girls, was therefore proposed. It was finally resolved:

1. That in order to introduce this system of education it is desirable, in the first instance, to establish a School for 120 Girls.
2. That it appears by estimates delivered in that the expence of establishing such a School will not exceed £150.
3. That the annual expence of conducting it will not exceed £60.
4. That applications be made to the respective Congregations to raise the sum of £150 for the first expence.
5. That it be recommended to the said Congregations to divide the annual expence equally between them.
6. That each Congregation should introduce to the School an equal number of Children.
7. That the hope is entertained by the meeting that encouragement will be given by the liberality of the Public to attempt the establishment of a School for Boys.

That "the liberality of the Public" was immediately demonstrated is proved by the signatures and subscriptions listed on the back of this set of resolutions. They comprise some thirty local worthies including Samuel Cotman and John ("Old") Crome. To complete the story the *Norfolk Chronicle* of April 13th, 1811, mentions that "The Lancastrian Free School, in College Court, St. Martin's at Palace, consisting of 420 boys (with numerous applications for admission when vacancies occur) was opened on the 2nd instant and is now under the sole direction of Mr. McRea, Lancastrian Professor from London."

Many a Director of Education in 1953, it is safe to assume, must envy the ease and economy with which the good folk of Norwich were able to provide school places for the children of their city nearly 150 years ago.



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# Teachers' Superannuation

## Text of Bill now Published

This subject was raised in the House of Commons on January 21st by Mr. Ian Harvey who asked the Minister of Education whether she had considered the Report of the Working Party on Teachers' Superannuation; and whether she would make a statement about raising the rate of contributions under the scheme, in view of the last report of the Government Actuary.

Replying, Miss Horsbrugh said she had considered the report and was introducing a Bill which would give effect to most of the recommendations made by the working party.

The text of the Bill has now been published and in addition to its main object of putting teachers superannuation schemes in England and Wales and in Scotland on a sound financial basis, partly by Exchequer credits in the accounts and partly by raising the contributions paid by teachers and their employers from 5 per cent. to 6 per cent. of the teachers' salaries, it also proposes to raise the maximum retiring age from sixty-five to seventy.

Under the Bill the lump sum which teachers receive on retirement will be increased from one-thirtieth to three-eightieths of salary for each year of service, and raises the maximum period of service which may count for pension from forty to forty-five—only forty years before the age of sixty being counted.

A provision is also included enabling a teacher who continues in service at a reduced rate of salary to continue to pay contributions, if he wishes, on the unreduced salary, and so safeguard his annual pension at the higher rate. The average salary for pension purposes is to be calculated over a period of three years instead of five.

The object of the measure is to combat the actuarial deficiencies on the teachers' superannuation schemes, which amounted to £102,455,197 for England and Wales and £11,506,127 for Scotland on March 31st, 1948. It is estimated that, of these deficiencies, some £66,000,000 for England and Wales and £10,000,000 for Scotland will be liquidated by the 2 per cent. increase of contribution. The remainder of the balances on the actuarial account are to be met by the Exchequer in the form of superannuation benefits, as and when they mature for payment.

The Minister is also to be empowered to introduce schemes of pensions for widows, orphans, and dependants of teachers without additional charge on public funds.

### Blow to Teaching Profession

In the House of Commons Mr. Morley suggested that there will be considerable opposition to the proposal to increase the rate of contributions and, speaking on the proposed increase at a meeting in Lewes, Mr. Ronald Gould, general secretary of the N.U.T., said that, despite the increase of salary recently announced, this would be a serious blow to the teaching profession which was still underpaid.

Since 1925 the rate of contribution had remained stable at 5 per cent. In 1935 the Government of the day suggested that there should be an increase, but, after representations had been made, decided to leave contributions at the rate of 5 per cent. It was therefore something of a shock to teachers to learn that after nearly thirty years the Government proposed to ask for 6 per cent. Further, so far as Mr. Gould could ascertain, there was no other group of people in public employment where existing members had been called upon to pay an increased rate of contribution. Teachers would inevitably compare their treatment with that of others and would ask why such discrimination in treatment should be applied as between various groups in the public services.

### N.U.T. to oppose Bill

After the publication of the Bill the Executive of the National Union of Teachers met and passed the following resolution:

"The Executive of the National Union of Teachers, having considered the Teachers' Superannuation Bill, declare their opposition to the proposal to raise the rate of contribution of teachers from 5 to 6 per cent. Such an additional contribution would reduce the inadequate increases in salary due to operate from 1st April, 1954, and would prove a serious disincentive to recruitment to the teaching profession, and, as a consequence, a setback to the education service. Under the Superannuation Act of 1918 Teachers' Pensions were non-contributory, and the contributions of 5 per cent. were imposed upon teachers by the Act of 1925. They have continued at that rate since then and have come to be regarded as a settled element in teachers' conditions of service. The Executive reiterate the Union's view that teachers should not be held responsible for nor called upon to make good any part of the actuarial deficiency in the Superannuation Account, particularly as in no other public employment have existing members been called upon to pay increased superannuation contributions. The Executive will therefore take all available steps to secure the removal of this proposal."

### N.U.W.T. Objections.

Although some of the proposals in the Teachers (Superannuation) Bill will undoubtedly be welcomed by teachers, there are others which give rise to grave concern and there are also certain reforms which it was hoped would be included when amending legislation was introduced but which have been omitted from the present Bill.

The outstanding point to which the National Union of Women Teachers is strongly opposed is the proposal to raise the rate of contributions from 10 per cent. to 12 per cent. of the teachers' salaries, the contribution being divided equally between the teacher and the employing authority.

The Union's opposition to the proposed increase in contributions is re-inforced by the fact that, in 1918, the Government undertook sole responsibility for teacher's pensions, but, in 1922, at a time of national economic stringency, a contributory scheme was imposed upon teachers and this was confirmed under the 1925 Superannuation Act. Thus, a scheme that was temporary and founded on a breach of faith has become a permanent and increasing charge on teachers' salaries.

### CLAUSE 5.—CALCULATION OF SALARIES.

The proposal that a teacher who continues in service at a reduced rate of salary may secure pension at the higher rate by paying contributions on the non-reduced salary does not fully meet her need. Under this arrangement, a teacher whose salary is reduced during the last two or three years of service but who has paid contributions on a higher salary for a considerable proportion of her working life, would be at a disadvantage compared with the teacher who has paid contributions on a lower salary for a number of years but received a higher salary during the last three years and therefore qualified for a higher pension. It is thought that a means should be found of safeguarding the pension of a teacher, whose salary is reduced through no fault of her own during the last two or three years of service, without requiring her to pay the higher rate of contribution on a reduced salary.

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## QUARTERLY PAYMENT OF PENSION.

It is greatly regretted that no provision is made for pensions to be paid monthly if the pensioner desires. The present practice of paying pensions quarterly in arrears causes unnecessary difficulty and hardship to the large number of teachers who receive very small pensions.

## CALCULATION OF SUPPLY SERVICE FOR PENSION PURPOSES.

No attempt has been made to rectify the position of the supply teacher for whom an aggregate of 365 counted days is reckoned as one year for pension purposes. The N.U.W.T. urges that provision be made in the Bill for the pension year, in the case of supply teaching, to be the legal minimum number of days on which a school must be opened.

## PART-TIME SERVICE.

The N.U.W.T. urges that a clause be introduced to enable regular part-time employment to be reckonable for pension purposes, thus encouraging the employment of teachers who are prevented by personal circumstances from working full-time.

## New Salary Scales Approved

The Minister of Education, Miss Florence Horsbrugh, informed the House of Commons last month that she had decided to approve the new salary scales proposed by the Burnham Committee for teachers in primary and secondary schools.

In reply to Mr. Hurd who wanted further consideration to be given to the scales for grammar school staffs, the Minister said that people who criticized the proposed scales as not providing adequately for teachers engaged in most responsible work, especially in grammar schools, had not taken enough account of the provisions open to authorities for granting special allowances for the holders of particular posts. The Burnham Committee had made special mention of those allowances in connection with the teaching of science and mathematics, and she had told the chairman that in deciding to approve the revised scales she had assumed that the authorities would be ready to make ample use also of the provisions for allowances.

When Mr. Hurd asked whether the Minister would also consider the desirability of asking the Burnham Committee to form a special panel to look after the interests of grammar school staff, in view of the very keen desire on the part of parents for their children to have the advantage of the extra good education which they can get at grammar schools. Mr. Morley said that any proposal for a separate scale of salaries for grammar teachers would meet with the opposition of the vast majority of the teaching profession and would be contrary to both the spirit and the provisions of the Education Act, 1944.

On the subject of special allowances a correspondent points out that there is a wide variation in the amount paid by each of the 146 local education authorities and that although last year £1,100,000 could have been used for special allowances from the money available in local authority "area pools," only £400,000 was paid out.

The new salary scales represent an increase of eleven million pounds on the salary figure bringing the total salary cost to 157 million pounds per year.

**The Farm Mechanization Scholarship**, which was originally donated in 1952 to the Institution of British Agricultural Engineers will again be available for award in October, 1954. The Scholarship will be applied for the benefit of a student eligible to undertake the course of study leading to the Final Examination for the National Diploma in Agricultural Engineering and will be tenable for a year at one of the Agricultural Colleges approved by the Examination Board of the Institution. Full particulars from the Secretary, Institution of British Agricultural Engineers, 24, Portland Place, London, W.1.

## Spotlight on Education

*If this country is to survive as a great nation it must make the best possible use of its greatest asset—the wit, the brains and the technical skill of its people: And it must begin in the classrooms now.*

So says the introduction to a report prepared by a panel of experts commissioned by the *Daily Mirror* to consider the educational problems facing the country to-day.

Their conclusions and recommendations have now been published, price 3d., under the title "Spotlight on Education."

The recommendations under the respective headings into which the report has been divided are as follows :

**Primary Schools.**—School starting age to be raised from five to six; infant schools to be responsible for teaching children to read; special classes for backward children; back to essentials in primary teaching.

**Intelligence Tests.**—Too much weight is placed upon intelligence tests; they take up too much time in primary schools at the expense of normal work; they must be replaced.

**Selection for Secondary Education.**—Greater weight on school records and teachers' recommendations; examination on normal school work; material bases for examination.

**Grammar Schools.**—Reduce the number of grammar school places; reduce marginal cases; concentrate on the best brains; end the wastage at fifteen; encourage pupils to remain until eighteen years of age.

**Secondary Modern Schools.**—A fresh start; re-name Secondary Modern Schools High Schools; end all-age schools; enlarge scope and raise standards of high schools; easier interchange between grammar and high schools.

**Teachers.**—Improve working conditions; widen field of recruitment; better training methods; higher pay in some grades; more "plum" posts.

**Independent Schools.**—No abolition of fee-paying schools; reasonable standards to be enforced; more places at selected public schools for children from primary and grammar schools.

**School Buildings.**—A national survey to establish the facts; more initiative by educational authorities; a four-year building programme.

**Technical Education.**—More funds; higher teaching standards; more technical colleges and full-time courses for technicians; post-school technical instruction to be removed from control of local authorities; national awards.

**Costs.**—True expenditure per child has fallen; no big saving or increases are practicable; more money essential to end slum schools.

Many of these recommendations are not new ideas but one or two are possibly revolutionary. What do our readers think. Our columns are open for discussion.

## Blackpool Schools Charities Fund

A copy of the annual report and accounts of this Fund has been received from Mr. F. E. Harrison, Chief Education Officer who acts as honorary treasurer to the fund.

The accounts for the year ending December, 1953, show an income of £1,047 and disbursements to selected charities, etc., £1,000, including an excellent effort for the East Coast Flood Disaster of £685.

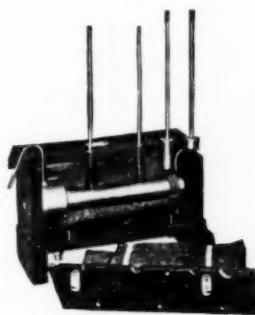
Enclosed with the accounts are extracts from letters received from thirty-six organizations and charities in connection with the cheques sent for Christmas, 1953.

Since it was founded in 1940 this fund has disbursed no less than £10,476.

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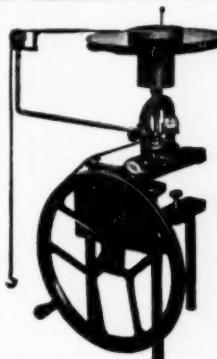
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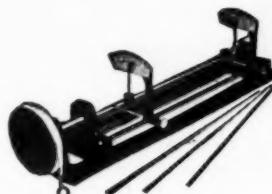
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## Working Party on Agricultural Education Reports

The report of the Working Party on Agricultural Education set up in November, 1952 by the Minister of Agriculture in consultation with the Minister of Education, under the chairmanship of Lord Carrington, Joint Parliamentary Secretary to the Minister has now been published.\*

Its terms of reference were: "To review the relations between the agricultural education service of local authorities and the National Agricultural Advisory Service, and to make proposals for their more effective co-operation; to examine the need for an inspectorate of agricultural education; and to consider the future of the Joint Advisory Committee on Agricultural Education."

In its report the Working Party makes various proposals for improving the co-operation between local authorities and the National Agricultural Advisory Service; recommends arrangements for the inspection of county agricultural education; and proposes that the Joint Advisory Committee on Agricultural Education (the Loveday Committee) in its present form should lapse but should be re-constituted, as necessary, for specific enquiries.

The Ministers of Agriculture and Education have accepted in principle the recommendations and a memorandum of guidance will be issued to local education authorities shortly.

In giving their recommendations the Working Party point out that their terms of reference were strictly defined, and excluded from their enquiry any major structural changes in responsibility for either education or advice in agricultural subjects.

On the question of Co-operation between local education authorities and the National Agricultural Advisory Service the report says that to ensure more effective co-operation there should be regular meetings between County Education Officers and County Agricultural Officers, and periodical discussions with the "consumers" of agricultural education. Education and advisory staffs should meet regularly and there should be a full exchange of information, in particular on the facilities provided by each service. Secondment from one service to the other should be arranged where staffing allows. While the responsibility for advisory work must rest with the National Agricultural Advisory Service, local education authorities' staffs should not be debarred from meeting requests made to them by farmers for advice. It is also recommended that special attention should be given to the development of the work of Young Farmers' Clubs.

The Working Party further suggests that arrangements should be made as soon as possible for inspection of agricultural education provided by local education authorities with grant from the Ministry of Agriculture and that inspecting staff should be drawn from suitably qualified persons from Her Majesty's Inspectors of the Education Service, assisted on appropriate occasions by agricultural and horticultural specialists. The Inspectors should also exercise a general oversight over the arrangements for co-ordinating the activities of the two services in the counties.

The Joint Advisory Committee on Agricultural Education which it is proposed should cease to function in its present form was set up in 1944 under the Chairmanship of Dr. Loveday to advise the Ministers of Agriculture and Education on all aspects of agricultural education to be provided by local education authorities. There should, however, says the report, continue to be similar arrangements for consultation, but the composition of the advisory bodies should be varied according to the subject dealt with.

\* "Report of the Working Party on Agricultural Education," H.M.S.O., 9s.

## British Council Courses, 1954

Twenty-four courses, with places for 650 overseas specialists, are being organized by the British Council in twenty centres in the United Kingdom during 1954. The courses will run for two to three weeks between March and October at a cost to each member of between £24 and £40.

During the summer vacation, ten of these courses for about 400 overseas teachers of English will be held, including two courses on Shakespeare at Stratford-upon-Avon arranged in co-operation with the University of Birmingham. There will be courses for those interested in contemporary British life and thought in the West Country, Wales and Scotland, and a course in Bristol on "Women and the Community."

Eleven specialist surveys in the programme will give those already established in their professions, a comprehensive survey of recent developments in their own subjects in the United Kingdom. New to the programme are courses on plastic surgery, education and rehabilitation of the deaf, and radio services. Several courses, which have proved successful in previous years, are being repeated, including courses for anaesthetists, actors and producers, and those engaged in publishing and book production.

All the courses are being organized in collaboration with the appropriate bodies, including universities, government departments and learned societies.

Applications to attend will be accepted at British Council offices overseas or, in places where the Council has no representation, at United Kingdom Information Offices.

## Somerset County Library

The Somerset Education Committee at their last meeting considered a report prepared by the Chief Education Officer on comparative statistics for the year 1951/52 of certain County Libraries including all the counties in the southwest and other counties which because of similarity of population or on account of the special features disclosed are worthy of note.

The statistics disclosed that the book stock in Somerset by accepted standards is poor. The total library population of all English counties is 14,989,788 and the book stock is 14,076,854, that is, almost one book per head of population served. This is the minimum recommended by the Library Association. In Somerset for a library population of 343,610 the book stock is only 203,784 or 0.6 per head of population. The number of issues per book in Somerset is 6.8 which compares quite favourably with the national average of 6.3, but partly because of the poor book stock the issues in comparison to the population is poor; only 4,025 books per thousand population being issued in Somerset as compared with the national average of 6,026. Because of these facts and as Somerset is a large county with a relatively small population it is inevitable that there is a higher cost per issue in Somerset than for the country as a whole; the cost per issue in Somerset being 7.05d. as compared with 5.7d. per issue for the country.

## Further Education in Northern Ireland

The Northern Ireland Minister of Education has appointed a Committee to investigate and make recommendations concerning recruitment, educational qualifications and training of full-time teachers for institutions of further education. The Committee will also consider whether the present requirements in regard to qualifications should be amended for training these teachers.

Mr. J. J. Graneek (Librarian of Queen's University, Belfast) is Chairman of the Committee.

## ***Safeguard health · Cut laundry costs***

Communal washrooms have, too often, a built-in health hazard—the communal towel. Quickly collecting and passing on germs from one user to the next, it collects water even faster and soon its soggy folds are more hindrance than help. Warm air is unquestionably the most hygienic, pleasant and efficient communal hand-drier, reaching effectively the smallest skin-crevice where towels leave moisture to chap the hands. The hand-drier illustrated is a re-styled and improved version of the 'ENGLISH ELECTRIC' drier already extensively used in factories, hotels and schools—foot controlled, powered by one of the range of 'ENGLISH ELECTRIC' fractional horsepower motors, and of proved reliability. It is built for rough use, and is completely safe; motor and heater run only when the pedal switch is depressed.



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## College of Preceptors

### Changes in the New Certificate Examination

When, after due consideration, the Council of the College of Preceptors decided in 1951 to institute a new Certificate Examination to be held for the first time in July, 1953, it was generally hoped that the examination would approximate fairly closely to the probable demand in its type and standard. It was realized that some modification might subsequently be necessary and arrangements were made to consult the Heads of those schools which had either entered candidates or expressed an intention to do so. These schools were all independent schools and it was at their request that the new examination was started.

During the early part of August, last year, a news report about the examination appeared in one of the more widely read national morning papers. As a result of this reference a number of enquiries were received from heads of secondary modern schools in various parts of the country. It was clear from these letters that some of the heads of this type of school were interpreting the frequent and often official suggestions that these schools should experiment as including the freedom to experiment with the use of examination techniques. The College therefore decided to call two meetings—one of Heads of independent schools, the other of heads of secondary modern schools who were within easy reach of the College. The aim was to see how far the demands of these schools were similar and how far they differed. To some it may appear surprising that there was a remarkable similarity; to those who consider the most important factor in education to be the pupil-teacher relationship irrespective of its material surroundings, the similarity of the demands for children leaving independent and secondary modern schools at fifteen years was not unexpected.

#### Standards in Independent and Secondary Modern Schools.

The heads of both these groups of schools were concerned for the standard of work of the children in their care; were very mindful of parents' wishes for the present education and future life of the children; and were strongly of the opinion that it would be to the advantage of the child for future employers to have some evidence assessed impartially and externally, of the child's education. For the independent school this meant most, if not all, children not going forward to the General Certificate of Education. For the secondary modern school this meant probably the "A" stream in a three stream school, depending upon local circumstances.

The suggestions and comments from these two conferences have been very carefully considered and in the light of these suggestions the Council of the College has decided to adhere to its original aim in establishing the new Certificate Examination: that there should be only one grade of examination and one grade of certificate. It was naturally gratified to find that in the main the examination is of the kind needed for certain children.

Some alterations have however been made. In order to gain a Certificate, the number of subjects in which a candidate must pass has been modified. A candidate must now pass in English Language and at least four other subjects. *This will come into effect for the examination to be held in July, 1954.*

#### Practical Subjects.

The question of the extension of the number of subjects is being considered and in July, 1955 and afterwards candidates will probably be able to take woodwork, metalwork, technical drawing, house-craft, needlework and music. The science subjects are also being modified and it will be possible to take biology and hygiene (as one subject) and physical science or physics, chemistry and biology (three subjects of which only two may be counted towards a certificate, although achievement in all three subjects—if taken—will be recorded on the certificate or statement).

Comments and suggestions have also been received about the type of question asked and the wording of these questions. All these will be seriously considered when preparing questions for subsequent examinations.

## Roman Catholic School Building in West Midlands

The 1954 Directory for the Roman Catholic Archdiocese of Birmingham records a substantial progress in 1953 in the building of new Catholic schools. Pride of place must go to the new Ullathorne Secondary School at Coventry; this will cater eventually for 1,400 pupils on its fifty acre site. There will be a three-form entry boys, and a three-form entry girls secondary modern school, and a two-form entry mixed grammar school, this last feature (in view of the general Roman Catholic feeling against mixing the sexes at the grammar school age) being an innovation in Roman Catholic school provision. Already boys and girls of 13 years and over have been moved to the new school, together with a two-form entry to the grammar school. At present there are 600 children in attendance. The total cost of the school will be £400,000. It is named after the first Roman Catholic Bishop of Birmingham and last Vicar Apostolic of the Midland District, the Right Rev. William Bernard Ullathorne, O.S.B., who was, earlier in his career, parish priest at St. Osburg's, Coventry.

Also in 1953 was opened the Bishop Challoner Secondary Modern School, King's Heath, Birmingham—the first post-war Roman Catholic Secondary Modern School in the City: the Primary School at Great Barr, Birmingham, has also virtually been completed and will with its completion bring to an end the voluntary independent primary school conducted in the parish hall by unpaid teachers since 1941. This school was attended by as many as 200 children.

The financing of new school building is carried out largely by means of the central Diocesan School Building Fund, which had by the end of October, 1953, disbursed over £246,000, almost entirely for school building in Birmingham and Coventry.

The Directory contains a conspectus of the Roman Catholic School Building plans throughout the area of Staffordshire, Warwickshire, Worcestershire, and Oxfordshire covered by the Archdiocese, the first time that any such summary has been published. It reveals that population movements in Birmingham and Staffordshire are such that a firm plan is not yet possible. Among other points extensions of the two Roman Catholic grammar schools in Birmingham from two-form to three-form entries will not suffice and the future will, it is indicated, necessitate further grammar school provision beyond that originally planned in 1947.

## Comprehensive Schools

### Deputation of Parents to be Received.

The Federation of Parents Associations and Parent-Teacher Associations of London Grammar Schools recently adopted unanimously a resolution deplored "the drastic proposal of the council to absorb all its maintained grammar schools, with the inevitable loss of their identities, characters and traditions, into this new and unproved type of school."

The resolution asked the L.C.C. to delay further action until the comprehensive school experiment had been tried and proved by the schools now being constructed.

In response to a request Mr. McKinnon-Wood, chairman of the L.C.C. Education Committee, has said that he is willing to receive a deputation about comprehensive schools from the Federation and a date is being arranged.

A triple protest has also been lodged with the Minister against the proposed enlargement of Bex School, London. It incorporates a formal objection signed by fifteen local electors and protests by 1,336 parents and by 6,558 other local people.

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- 2 How are they sold? In 7-lb. tins costing 28/2d. for Tomato, and 30/8d. for Mushroom.
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- 4 A luxury soup—yet economical to serve? By no means. Their popularity is increasing, partly because they offer such wonderful value for money, partly because of their wide range of flavours.
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## Teachers declare against a Single Language for Western Europe

### Freer Exchange of Students and Circulation of Knowledge Advocated.

Teachers from the five Brussels Treaty countries (United Kingdom, France, Belgium, the Netherlands and Luxembourg) are not in favour of a single language for Western Europe. This is made clear in a pamphlet\* just published.

The pamphlet, which is issued in three languages (English, French and Dutch), represents the general view of these teachers following meetings held at Ashridge (1949), Sèvres (1950) and Oosterbeek (1951). The first part of the publication sets out the principles underlying the common civilisation of the Brussels Treaty powers: the second part offers some suggestions on the possibility of applying them in teaching.

The teaching of modern languages is one of a number of school subjects on which suggestions are made. The teachers were of the opinion that the idea of having only one language is a snare and a danger; it is impossible to suppress a language by political decree and it would be undesirable to make the attempt. Every national language which is thoroughly alive is a faithful mirror of the people who speak it. In Western Europe the multiplicity of languages, even if it raises extra problems, can be resolved. But more children should be taught at least one foreign language; experience suggests that the study of a foreign language can begin as soon as the mother tongue has been adequately mastered.

The difficulties of teaching history were discussed at the meetings. At Sèvres the point was made that while teachers of every country naturally and rightly lead their pupils to admire what is noble in the past, the teacher should avoid giving a biased, nationalist view of events. At Oosterbeek the view was that it would be wrong to distort the real facts of history in order to bring about co-operation between the peoples of the Brussels Treaty countries. The dangers of teaching history in a nationalist spirit or exclusively from a national point of view are emphasised. On the other hand, teachers should seize every opportunity of informing their pupils of the historical ties joining their country to others. This, it is claimed, means that national history can be taught properly only in relation to world history.

Problems arising out of past conflicts between the countries (which might well seem the aspect of history which bristles most with difficulties) are discussed. The wars, the national rivalries of old, and the important consequences, cannot be ignored or passed over in silence.

\*"The Civilisation of Western Europe and the Schools," H.M.S.O., price 2s. 6d. net.

A fact cannot be ignored without dishonesty, but it can be explained, interpreted and placed in its historical context. Thus hatred can be disarmed and misunderstanding removed.

Discussing the place of science in education, the pamphlet states that an education fitted to this age cannot fail to give an important place to the teaching of the sciences. The Oosterbeek meeting expressed the view that everyone should receive a scientific training. The study of the sciences is a powerful factor in the intellectual training of pupils; it also contributes to their moral training, showing them, among other things, that scientific truth is above political and social systems, that it is the privilege neither of one nation nor of a group of nations, and that the edifice of science is the collective and progressive work of mankind.

A more frequent exchange of students, research workers and ideas between universities and research centres and a freer circulation of scientific knowledge are advocated; and it is suggested that a great deal could be done immediately to achieve this sort of co-operation between the Brussels Treaty countries. The efforts of the five countries during recent years to develop technical education should be continued and co-ordinated to provide "one of the best foundation stones for that western Europe whose new shape must be in keeping with its past and with present day problems."

The pamphlet also points out the need for schools to have inexpensive material illustrating the cultural, social and economic life of the five countries—this material should avoid any suspicion of propaganda—and discusses ways in which general literature, geography and the fine arts could be presented in schools to further the aims of the Brussels Treaty.

It is emphasised that the meetings of teachers which provided the material for the pamphlet were always inspired by concern for two things. First, concern for objectivity; in describing the realities of western European civilisation, in taking stock of its values, in seeking the best means of bringing them home to pupils, care was taken not to solicit geography, history or doctrine unfairly. Secondly, there was concern for universality; there was an awareness that the civilisation of the five countries forms part of a wider civilisation.

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## London's Bill for Education

Draft estimates submitted to the last meeting of the L.C.C. Education Committee amounted to over £34m. for the coming year.

### Capital Estimates.

The capital estimates total £4,830,000 compared to £4,100,000 in 1953-54. Provisional sums total another £1,250,000, the same as for the current year.

The estimates include £1,000,000 for schools sites, among them sixty-eight for primary education and thirty for secondary education; £3,250,000 for building work, including new schools, improvements and the laying-out of playing fields; £250,000 for furniture and equipment; and £300,000 for grants towards the cost of four new "special agreement" schools and work at two aided polytechnics. £50,000 is expected to be recovered from the War Damage Commission.

The provisional sums totalled £2,350,000 before being "rounded down" to £1,250,000 in the expectation that not all the projects may be realised. The total included another £1,250,000 for sites, £407,500 for building work, including electrification and other minor improvements, £410,000 for furniture and equipment, £50,000 for a new equipment depot, and other sums for libraries, playing fields, grants-in-aid, and visual and aural aids.

### Maintenance Estimates.

The maintenance expenditure in 1954-55 under the control of the Education Committee is estimated to increase by £3,121,815 to £29,814,665.

After taking into account the expenditure on education services of other committees, the total to be spent on education next year by the Council is estimated to be £3,414,265

higher at £34,347,355. After allowing for income and for Exchequer grant, the net expenditure falling on the rates would then be £1,184,970 higher at £16,646,560. This would result in the equivalent rate in the pound increasing by just over 4d.

The Committee state that the growth in day school population is expected to continue and provision has been made for a roll of 435,150 (primary 299,500, secondary 135,650) compared with 427,500 (primary 296,000, secondary 131,500) for 1953-54. (These figures are exclusive of pupils in nursery schools, nursery classes and day special schools).

The increase of more than £3 million in the votes of the Committee is attributable to the inclusion of £1,400,000 in provisional sums, as against no provision in the current year (see below); £447,000 for additional teachers; £258,000 extra for school meals and milk (most of which will rank for 100 per cent. grant); £200,000 more for fuel, light and cleaning materials; £189,000 more for painting of schools and renewal of electrical installations; £196,000 more for furniture, apparatus, books, stationery; £137,000 more for non-teaching staff (such as increased clerical assistance); £110,000 more for schoolkeepers and cleaners; £67,000 more for rents, rates and insurance; and £145,000 more for grants-in-aid to polytechnics. If the staffing ratio of teachers to pupils can be improved, the provision now made will need to be supplemented.

Compared to 1953-54, it is expected that there will be a decrease of 4·6 per cent. (about 2,000,000) in the number of dinners to be served in 1954-55.

Of the £1,400,000 included in provisional sums, it is expected that £986,500 will be required for improved salaries for teachers as the result of Burnham awards.

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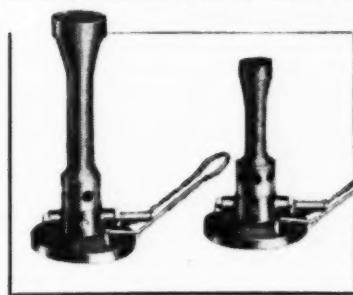
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## Work of the Youth Employment Service

### National Youth Employment Council's Report for 1950-1953

A comprehensive review of the Youth Employment Service during the past three years is made by the National Youth Employment Council in their Report for 1950-1953,\* which has been presented to Sir Walter Monckton, Q.C., Minister of Labour and National Service.

The development of the facilities for older pupils and handicapped young persons has received special attention during the past three years. The Council state that the arrangements for older pupils can be expected to improve with increased use and experience. For handicapped young persons the immediate need is to strengthen the arrangements for co-operation between the many interests concerned and to take whatever special measures may be necessary to ensure this.

Among other things the Council consider that :

(1) The progress made in the local implementation of national apprenticeship and training schemes should be periodically reviewed.

(2) The variety of methods in use for "review of progress"—the giving of advice and assistance on employment problems to young people in the early years of work—should be investigated and the practicability of action on new lines examined.

(3) A memorandum should be issued to Youth Employment Officers suggesting how guidance and assistance can be given to young men about to be called up for national service—a recommendation which has already been implemented.

(4) Training arrangements for Youth Employment Officers should be continued and the occupational and industrial knowledge of these officers extended through a systematic study of occupations.

The Council, with its Advisory Committees for Scotland and Wales, advises the Minister on the administration of the Youth Employment Service and is appointed under the Employment and Training Act, 1948, for a period of three years. This is the Report of the Council which, under the chairmanship of Lord Piercy, completed its term of office on 31st March, 1953.

"The last three years have been a period of development and consolidation for the Youth Employment Service" state the Council in their conclusions. "Youth Employment Officers have been steadily gaining experience in all aspects of their work. We have been impressed by their enthusiasm and increasing efficiency. The Service is, we think, working more effectively than three years ago, and we believe that advice of a higher quality is being given to boys and girls."

As an indication of the work of the Youth Employment Service, in the three years under review nearly 1,480,000 school leavers were given individual advice and 1,357,000 were placed in employment, of whom 711,000 were found their first situation.

The Report is divided into two parts. Part I gives an account of the administrative developments in the Service during the three years, the steps taken to extend its operation and the measures directed towards improving the quality of the work done. Part II describes the major problems, their significance to employers, schools and others concerned and the contribution made by the Service towards solving them.

Chapters on the development of the Service in Scotland and Wales refer to the problems which have been specially dealt with in these two countries. In Scotland the provision of a Service in the Highlands was reviewed; in Wales the

special subject was the recruitment of grammar school boys for industry.

Appendices to the Report contain statistical information on the advisory and placing work of the Service and on the Special Aptitudes Scheme.

## Acquisition of Sites for Educational Purposes

An amendment to Circular 243, dated January 22nd, has been circulated to local education authorities by the Ministry of Education giving the following to be substituted for the existing paragraph 2:

"In general, subject to the exception mentioned below, the Minister is not prepared to approve the acquisition or appropriation of land unless it is needed for "immediate" use. In order to preserve the momentum of the building programme, the Minister regards the term "immediate" as covering cases where the Authority have a reasonable assurance of being able to start work within five years from the date of the proposal. The Minister is, however, prepared exceptionally to extend this five-year limit to enable local education authorities to acquire or appropriate, as the case may be, land which a housing authority has acquired and earmarked to meet approved future educational needs and in respect of which that authority is incurring loan charges. In all other cases, if the Authority have special reason for wishing to acquire land more than five years in advance, the Ministry should be consulted before negotiations with the owners are begun."

## 41,680 School Places: Cost £1,398,516

Replying to Mrs. Freda Corbet who asked (i) How many new or rebuilt schools have been completed by the Council in post-war building programmes, and how many places do they provide? and (ii) How much post-war capital expenditure has there been on buildings for maintained and aided technical colleges and polytechnics? Mr. McKinnon Wood, chairman of the L.C.C. Education Committee said: (i) 85 new schools or 60 sites and 71 major rebuildings of schools on 54 sites, making a total of 156 schools, providing 39,540 places. In addition, 2,140 places have been provided in hatted classrooms, making a total of 41,680 places. (ii) The total capital expenditure incurred to date is £1,398,516. This figure includes £315,636 for alterations and improvements charged to capital account, but it excludes war damage repairs.

## Scholarships

The Ministry of Education draws the attention of local education authorities, establishments of further education and schools to the scholarships now offered by the National Coal Board and the British Coking Industry Association.

Every year the National Coal Board offer 100 University Scholarships to give boys leaving school, and young men already at work in the coal industry, the best education and practical experience that can be offered to fit them for a career in the industry, leading in due course to posts of high technical responsibility.

The Coking Industry Association offers ten University Scholarships for 1954, followed by post-graduate training in the coking industry with the object of training the holders for responsible executive posts.

Coal Board enquiries should be addressed to the Education Branch, National Coal Board, Hobart House, Grosvenor Place, London S.W.1., and for the Coking Industry, to the Secretary, British Coking Industry Association, 74, Grosvenor Street, London, W.1.

\* Report of the National Youth Employment Council on the work of the Youth Employment Service, 1950-1953, H.M.S.O.—2s. 6d. net.



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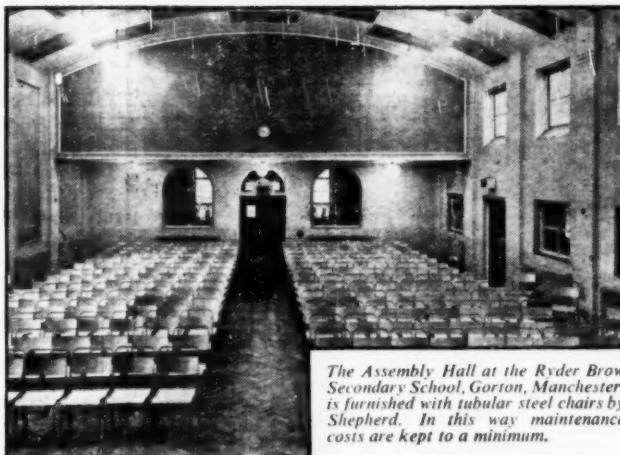
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No. 3343

FEBRUARY, 1954

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## Month by Month

Teachers' Super-annuation.

HER Majesty's Stationery Office has now published a Bill to amend the Teachers' (Superannuation) Acts 1918 to 1946 and the Education (Scotland) Acts 1939 to 1953. It can be said at once that it is a

thoroughly bad Bill which, given a strongly united teaching profession and a genuinely informed public, should be emphatically rejected by Parliament. The first clause would raise contributions from both employees and employers from five to six per cent. This is not, as the press has stated, an increase of one or even of two per cent, but a twenty per cent. increase. The case for the increase as set out in the Explanatory and Financial Memorandum reads like a fairy tale. It has in any case received an unanswerable reply from the teachers, but presumably it is hoped that a subservient majority in the Commons will vote according to party instructions. If paragraphs 3 and 4 are to be taken seriously, then every superannuation fund and scheme in Great Britain is actuarially deficient. The singling out of one national scheme for this great and unwarranted imposition may therefore be followed by similar legislation relating to police, national health, fire services, and nationalised industries. Government itself will have to pay some £819,000 a year additional grant in order to get the proposed increased contributions! In other respects the Explanatory and Financial Memorandum is strangely uninformative. It is not explained how a supposedly bankrupt though fictitious superannuation fund can meet the heavy additional cost of substituting three for five years as the period over which the average salary for pensions may be calculated. No estimate whatever is given of this extra cost, yet no difficulty was experienced in estimating the imaginary deficit described in paragraphs 2 and 3. Teachers nearing retiring age will be unwise if they allow this proposal to influence them in favour of such a Bill as this. Even if there were a case for higher contributions the change could and should be made without a breach of faith with those who have so far contributed at the rate in force for over thirty years. Any increase should surely apply only to new entrants who will from the first enjoy the higher salaries. Clause 4 would raise the maximum age of pensionable service from 65 to 70 years. This too would be professionally and educationally deplorable. Although permissive only, its operation would inevitably result in more and more teachers remaining in service long after they should have retired. Promotion will thus be progressively retarded and teaching will become more and more a profession for elderly people. Having regard to the exacting nature of a teacher's work and to the need, particularly in the primary school, of those who have not even begun to be elderly, anything which encourages or even allows teachers to continue their school work after 65 is to be deplored. By sponsoring such a Bill the Minister does ill service to the teachers and the schools.

\* \* \* \* \*

THE revision of the Labour Party's *Challenge to Britain* is of the greatest social and political importance, since the new statement is clearly proclaimed as a "programme" for the next Labour Govern-

ment. The revision is the result of very strong criticism of certain sections at the party conference in September. The education section was particularly criticised for its proposals relating to secondary education. The original proposal was that secondary education should be organized in two stages, with the dividing age of fifteen. This gave the Party the opportunity of finding some use for certain expropriated public schools as secondary schools of the second or higher stage. This proposal has now been abandoned. The secondary stage in education would presumably be as now, but there would be one type of school and one only, the comprehensive school. Belief in the raising of the school-leaving age to sixteen and in the establishment of compulsory so-called "county colleges" is re-affirmed. The statement, however, wisely refrains from suggesting any appointed day for the operating of these agreed reforms, so that the affirmation of faith can hardly be regarded seriously as a challenge to Great Britain or even a programme of action. Where the programme does call for action is in the field of secondary education, where the proposals have no regard whatever for the development plans of local education authorities. It is indeed frankly stated that local education authorities will be called upon to "submit schemes" for yet another re-organization of secondary education. The Party refuses to hasten slowly or even to allow present experiments in this field to be completed and their results assessed. So far as independent schools, both public and private are concerned, there is no pretence that "Labour re-affirms its belief" in the settlement of the 1944 Act. The existence of such schools is condemned even where the schools are excellent for their very merits "alongside our over-crowded and under-staffed" maintained schools "makes a mockery of the ideal of equality of opportunity"! Yet according to the Revised Version the Party will concentrate its attack *in the first instance* "not on abolishing fee-paying schools, but on improving the standard of our free education." Inspection of private schools will be intensified and licensing will apply even to education by correspondence! Any surviving attempt to operate the Fleming Committee's proposals will be ended.

**Spotlight  
on  
Education.**

FAR more challenging than the "Challenge to Britain" is the *Daily Mirror's* "Spotlight on Education." As stated in a foot-note the report "deals in the main with education in England and Wales" and not with Education in Great Britain. It is, of course, able to deal in far greater detail with its single subject and both its merits and its faults make the report unusually good reading. The chief merit of the whole report is its concern with present difficulties and current needs and its practical approach to remedies and solutions. It is not concerned with political theories masquerading as educational propaganda. The report has accordingly been welcomed for its sincerity and its fearlessness. One is nevertheless forced to regard the *Daily Mirror's* panel of experts as strangely biased and mistaken on many matters. The National Union of Teachers in its official organ regrets that so many of the report's short cuts are likely to prove cul-de-sacs. The main basis of the scheme is "not only educationally unsound but unrealistic." It is not difficult to show that much educational damage would be done by raising the school entry age to six, with no certainty of any com-

pensating benefit anywhere. The N.U.T. criticises strongly the proposal to reduce grammar school admissions by one-half, just when all the professions are clamouring for more and more new grammar-school-trained entrants. All who are concerned with the training of teachers will agree that to reduce the training college course to one year, no matter what supposedly pre-vocational training can be done before the age of nineteen, is a "thoroughly retrograde proposal" which would "make a mockery of professional training." The references to Her Majesty's Inspectors are quite out of date. Teachers, managers, governors, local education authorities and their officers all owe much to the wisdom patience and friendly help of H.M. Inspectors. One may similarly criticise the strange reference to Education officials. Few of them, the "experts" say are of great ability, apparently they are lacking in initiative and generally defeatist. These officers will doubtless benefit by criticism, but it should bear some relation to the truth. Having said all this, we congratulate the Editor of the *Daily Mirror* on his interest in English education and on his courageous and provocative attempt to stimulate reform.

\* \* \* \*

**Local  
Government  
Reform.**

EDUCATIONISTS should also seriously consider the Co-operative Party statement entitled *Local Government Reform*. This statement will be discussed at the 1954 Conference of the Party on a motion by the National Committee that it be adopted. In its

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interim report on *Problems of Local Government* the National Committee stated that the present administration of Education in the counties illustrates the difficulty of reconciling the need for large-scale planning with a proper delegation of powers to district executives. County districts themselves are often too small for effective planning and administration. It was nevertheless stressed that county districts were an essential part of the system of county government. County Councils have no adequate incentive to create sizable units of local administration. The County Borough system has much to commend it, but there is a standstill arrangement owing to the financial position of the counties and to the uncertain future of local government. The new report demands a review of powers and functions as well as of areas and boundaries. No multi-purpose local authority can operate within an area ideal for each of its services. Can better local government units be created than those now existing. Single tier government has many advantages and all-purpose authorities should be created wherever possible. Some County Borough areas require adjusting if their councils are to exercise their powers efficiently. Other county boroughs should be created. Many county councils should be divided amongst newly constituted "area authorities" with powers analogous to those of county boroughs. There should be joint services committees formed by area authorities. District councils should be created within the area authorities and county councils retained only where necessary. Here in this report is an essentially practical scheme of local government reform which Government would be wise to consider seriously. Its adoption would probably restore confidence in educational administration and undo the injustices created by the Butler Act and the "stand-still" arrangement referred to above.

\* \* \* \*

**Western Civilization and the School.**

H.M. Stationery Office has published for the Minister of Education on behalf of the teachers of the five signatory countries of the Brussels Treaty a pamphlet entitled *The Civilization of Western Europe and the School* (2s. 6d.). It is to be hoped that the pamphlet will be studied by teachers generally and as the Secretary General of the Brussels Treaty Organization says, "help to strengthen in the young people of tomorrow the feeling of belonging to a great and constantly developing civilization, the fate of which lies in their hands." It is good to read some of the affirmations with which the report concludes. Our culture will be merely a vain ornament if it is not designed to train pupils not only for success in life, but also to develop fully as persons and to become active citizens in a living human community. A more thoughtful study of the value of Western humanism in schools is regarded as of supreme importance. It brings children together in the awareness of having common values, many of Christian origin, to which we are all attached. It teaches them those fundamental virtues which are at the root of every civilization and which makes up their own moral patrimony. By the proper teaching of history, it gives them a direct and historical awareness of their responsibilities. Children must learn that a civilized person is not only a *user of civilization* but also, however modestly, a *creator of civilization* too.

## Prevention of Food Poisoning in School Canteens

The Ministry of Education, in a circular to local education authorities, has outlined the steps that should be taken to avoid the risk of food poisoning in school canteens.

The circular emphasises that the risks of food poisoning are present wherever meals are prepared and served and that there is no reason to think that school canteens are more exposed to them than other forms of corporate meals. Indeed, considering that more than 500 million meals are provided annually, it says much for the competence of those who work in the School Meals Service that relatively few outbreaks of food poisoning have occurred in school canteens.

Authorities are asked to review their measures for the prevention of food poisoning and in particular their arrangements for close co-operation between medical, teaching and kitchen staffs; the observance of the rules of personal hygiene by all canteen workers; the maintenance of hygienic conditions in the kitchen; and precautions regarding the preparation and cooking of food.

The Circular also reminds authorities that they should notify the Borough or District Medical Officer of Health immediately an outbreak of food poisoning occurs, so that he can begin his investigations and take precautionary measures without delay.

## Aids to Farming Study Abroad

Every year, under a variety of schemes, hundreds of British youngsters go abroad to learn at first hand about the lives and work, as well as the outlook of their brothers and sisters in other lands. Every year hundreds of young men and women from all over the world come to Britain to learn the same things about us, and in that interchange of youth and ideas lies probably one of the great hopes that the future generation will be more tolerant of their opposite numbers in other lands than have been their fathers and mothers.

One of the most successful of these exchange schemes is that of young agricultural workers, for the kinship between men and women of all races who live close to the land is very strong.

The United Kingdom Sponsoring Authority for the International Exchange of Young Agriculturists was established in 1948 with the support of the farmers' organizations, the agricultural unions, young farmers' clubs and women's institutes. Up to the end of last year, no less than 1,622 agricultural workers from abroad had been placed on farms and holdings in this country. They came from Denmark, France, the Netherlands, Sweden, Switzerland, Norway, Finland, Germany, Austria and Belgium and they spent anything from three months to one year studying British farming methods and our rural way of life.

In the same period, 278 British youngsters went overseas to gain practical first-hand knowledge in foreign agricultural communities, and the sponsoring authority, whose address is 45, Bedford Square, London, W.C.1., is anxious to hear from other young people between the ages of eighteen and twenty-five who have had at least two years' practical experience in agriculture, and would like to study farming in another country. They must intend to make agriculture their career.

To help applicants who cannot afford to pay the whole cost of travelling to and from the country they choose, certain scholarships are available which provide up to three-quarters of the travelling expenses. The closing date for applications for the 1954 scholarships is March 31st, and the appropriate forms may be obtained from the secretary of the Sponsoring Authority.

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## Technical Colleges and All That

BY JUNIUS.

As a speaker in Hyde Park not usually charged with profundity of utterance once said: "All things have a habit of coming home to roost." And here we have the example of Technical Education emerging into the spotlight with a vengeance. How those doughty pioneers who built for posterity, just a handful of them, must be chuckling in their respective Valhallas! Forty-five years ago in a well known northern town the city fathers were castigated for building a minor Taj Mahal, an edifice whose descriptions varied from "luxury beyond the dreams of avarice," "sweltering in h'oriental h'elegance" to the more common or mundane expression of "a white elephant."

### Problem of Accommodation.

In the best of times accommodation is usually limited, but here was an example of the very best of educational amenities existing just for the taking. So the administrator had to cudgel his brains to justify the immediate optimism of the enthusiasts who had planned for posterity. In essence the problem was one of full user. In the evenings the building was occupied from 7.30 p.m. to 9.30 p.m. Those were the traditional hours. In fact evening study was a traditional carry-over from the days of the Mechanics Institutes. "Getting on" demanded study after the time usually devoted to earning a livelihood. It involved persistence, courage, sacrifice and occasionally financial assistance. There were other inducements and attractions such as sports, dances, whist drives, entertainments. All these were eagerly seized upon by those to whom learning, after work, proved to be onerous. It is easy to appreciate the situation existing in those days. The bright boys who managed to climb into Standard VII or Ex VII left school at the age of fourteen, sought employment where long hours entailed early rising and much physical fatigue and then were expected to attend evening continuation classes on two or three evenings per week. Some few did struggle through the examinational sieve and for them there was the vista of the Technical College or Institute as the case may be. The fees were low and in some cases assistance was forthcoming in the form of travelling grants, especially where the locality could not directly provide the course.

### The Polytechnic.

The preliminary courses all led to one great reception centre, which was compelled to function as a polytechnic and to include other subjects such as art, commerce, architecture, geology and others ancillary to, but actually outside the strict definition of technical education. Obviously the ultimate standard was not very high. It was indeed difficult for a freelance to sort out the subjects needed for Intermediate B.Sc. and almost impossible to qualify for Intermediate B.A. But the quality of the teaching was very good, considering the sizes of the classes and the heterogeneous crowds which composed them, and the extent of the syllabuses was sufficient to afford the student an insight into his work and in some cases to encourage him to seek fresh fields after completing his course. By a judicious liaison with the preliminary courses, an adoption of the course system, the maintenance of low fees and the payment of travelling expenses, the problem of filling the building to capacity in the evenings was solved.

### Day Time User.

But there still remained the major problem of the day time user and this was closely concerned with the appointment of permanent staff. So, gradually, the Institute became a receptacle for educational flotsam and jetsam. A pupil teachers' centre occupied certain rooms for 2½-3

days per week. The leading industries had an apprenticeship scheme and young gentlemen arrayed in the latest tailored affection, complete with loud, sporting fancy waistcoat, to differentiate them from the evening class throng, might be seen languorously ascending the steps leading to the Institute on the prescribed afternoons per week. These were the offspring of those known as "in the money" and were destined to occupy prominent posts in industry once the hurdle of the Technical Institute course had been surmounted. Later, room was found for the Junior Technical, Art or Commercial School and this helped to ease the staffing difficulty and to add to the flow of students to the main courses in the Institute. Even Saturdays were by no means sacrosanct. The building carried overheads and had to be used, so courses for teachers engaged in pursuit of the external teacher's certificate were established and in the afternoons extra classes were improvised for foremen and others seeking advancement in the industries of the district.

The introduction in the Senior Schools of the teaching of Handicraft and Domestic Science found these schools sadly lacking in this type of accommodation and often the workshops and other rooms of the Technical Institute were requisitioned for housing these children of from twelve to fourteen years of age.

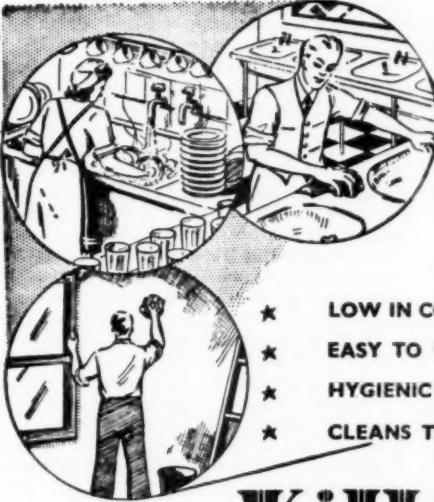
### Improvement in Standard.

The all round improvement in the standard and quality of the educational work in primary and secondary schools, effected by the reduction in the sizes of classes, the enhanced provision of amenities and above all by the greater care, attention and encouragement afforded to the selection and training of the teaching staffs, has resulted in the creation of a demand for technical education which has completely taken the planners by surprise. The demands of industry and commerce have filled the buildings to overflowing. The numbers of student hours have increased until they have achieved proportions which are truly astronomical. The enrolment nights, with their long queues rivalling those experienced at the advent of a football season are now outstanding features of the present age.

### In Reverse.

The harassed principal now sees his problem in reverse. His task now is not how to fill the rooms, but how to select from the hordes of clamorous students those who will persist to the end, whether bitter or otherwise. Gradually he has had to jettison some of his departments and force of circumstances has compelled him to devote his energies in the direction of specialisation. And so visions of the old polytechnic, the erstwhile institute, quietly fade away and degree and research work and courses for Higher National and City and Guilds Certificates begin to loom large in the offing. Links are forged with the neighbouring university, courses are recognised and the institute has now proceeded to the splendour and dignity of a college, plus blazer, motto, coat of arms and all that.

Ministerial policy has helped to rid the college of pupil teacher centres and the schools have laboratories and workshops of their own. The external teacher's certificate examination has gone the way of all things and is no more. There is a demand for daytime diploma courses, preliminary medical and pharmaceutical courses, nursery assistant courses, catering courses, in short there is a pressing demand for the space occupied by the Junior Technical, Art or Commercial Schools whose former title, "Junior" has been replaced by "Secondary" to bring it into line with the other post primary schools. Many who have had first hand



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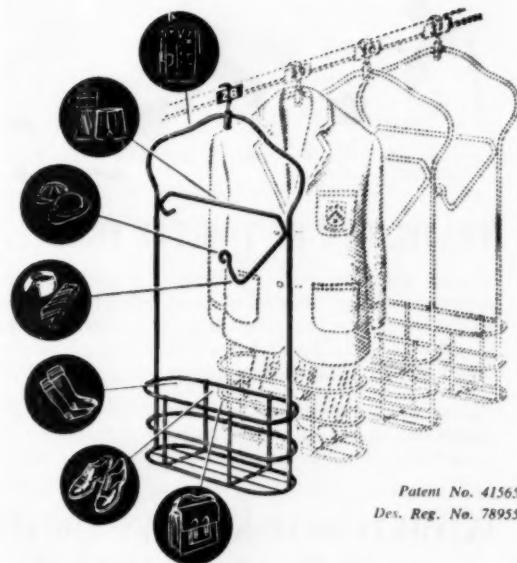
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experience of these schools will aver that for children so minded the experiment has proved well worth while. But the College, which formerly welcomed boys of 12-14 as an expedient, then boys of 13-15 and late 16 as a necessity, whilst eschewing the presence of all others under the age of sixteen, now basking in the glory of a Senior College, begins to think and plan in terms of eighteen. Local pressure is too strong to decide the wholesale transfer or abandonment of the Secondary Technical, Art or Commercial School, for it has become part of the local educational structure, so it is found desirable to endeavour to make the best of both worlds and to farm out certain of the classes whilst retaining the administrative headquarters in the college.

#### Alternative Plans.

All kinds of schemes are being devised, ostensibly to maintain the best features of the experiment whilst arranging for its demise. Some look to the grammar schools to provide for the elite, whilst the new secondary modern school will endeavour to cater for the remainder. It must be realised that most of the Secondary Technical, etc. scholars have been selected from those who have previously shown themselves incapable of passing into a grammar school. Hence the new idea will be simply concerned with those who have jumped the line and have previously managed to sail along without availing themselves of the use of engineering workshops or laboratories and have not even felt the absence of an engineering atmosphere, including the ubiquitous slide rule and the topical but cryptic observations.

The secondary modern school will probably absorb the new work, less the amenities of the college and in its turn will likely become an embryonic junior polytechnic with a sixth form leading direct to the major college. The grammar school will contribute its quota after the universities have taken their toll.



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#### Reasons for Dilapidation.

Apart from the question of financial starvation it would be reasonable to enquire the reasons for the technical dilapidation exposed in the Report. In the proceedings of the large associations of local education authorities, how much time and space are given to the discussion of the problems of technical education? So far the association of technical institutes, principals and assistants, appear to have had this field almost exclusively to themselves. They produce the ideas, the schemes, the plans, but the local education authorities and the Ministry have to produce the money. In the appointment of education officers, how much weight is given to the possession of experience in technical education? All this adds up to the realisation that technical education has been starved because so many in authority have known so little about it. It has long tried to flourish in a backwater. How many planners of technical buildings have ever given a single thought to the development of a corporate student life—a social life? How many ever considered the necessity of a realistic library? How many considered the need for playing fields? The answer to all this is that technical education has for years been envisaged as the work of explaining work and for this all that was required was a series of workshops.

And the workshops remain with us and add to their tally by the conversion of every nook and cranny of the building so that the problem is not so much how to carry out research but how to do anything useful in the existing conditions. What is needed is the supercharging of interest in technical education and its assignment to its rightful place in the councils of the associations of local education authorities.

#### Allowances to be resumed

Prior to the year 1952/3 when a number of economies had to be made in educational expenditure, the Surrey Committee made an allowance of £20 per year to all secondary schools for the purpose of enabling pupils to undertake organized visits to places, concerts and institutions, etc. of educational interest.

Although since 1952/3 many schools have continued to organize such visits and in many cases have financially assisted needy children from school funds, there is no doubt, says the Committee, that activities of this nature have been very seriously curtailed.

They therefore propose to restore to all secondary schools the opportunity of resuming educational visits and for that purpose have included in the estimates for the coming year a sum of £3,000 which will permit each school to receive an allowance of £20 to be spent, at the discretion of Heads, on either educational visits or the purchase of normal school supplies.

#### Changes in Scottish Inspectorate

Her Majesty's Inspector of Schools, Mr. W. S. Gray, who is at present in charge of Kincardine and Zetland District, has taken charge of Fife and Clackmannan District. He succeeds Dr. Dickson who is being transferred to fulltime work with the Scottish Education Department.

H.M.I. Mr. J. Dryburgh has been transferred from the staff of the Edinburgh District to succeed Mr. Gray in charge of Kincardine and Zetland District.

#### Teachers' Salaries in Northern Ireland

In the Northern Ireland House of Commons recently, the Minister of Education said that with the concurrence of the Minister of Finance, he proposed to set up a Committee to make recommendations for the improvement of teachers' salaries in Northern Ireland with effect from 1st April next.

## The Place of Reading

By CATHERINE R. FRANCIS.

Teachers have been attacked for many years because of the presumed large percentage of illiterates leaving school. The war years must inevitably have produced some illiterates owing to appalling conditions for teaching in London and other large towns, but teachers now have no real excuse at all, and therefore we must ensure that our percentage of illiterates now is kept well below 1 per cent., that is, all children who are teachable should be taught. This is essential not only because our work is judged on such obvious signs of education but because teachers are constantly being condemned as a body because we apparently cannot and certainly do not refute all the derogatory statements about our work. And in order to be in a strong position to further our own interests this illiteracy must be stamped out or proved to be a false accusation.

Education, of course, is not solely the ability to read and write. But in modern civilization they are two of the real essentials. Many of the other aims of education—to fit a child to live in harmony with others; to assist the growth of the child's intelligence; to develop the child's true talents and good character so that the child will become a useful, happy citizen—must necessarily be a gradual process, so it seems obvious that what can be achieved by the young, should be.

For many centuries it has been agreed that very young children can and do learn to read and write with varying degrees of fluency. It is also a well-known fact that the five- or six-year-old child loves to boast that he can read. He has a real pleasure in reading notices aloud in public places, in buses, in streets and elsewhere. Then why has he so often been denied that joy in recent years? Why has it been taken for granted that he would prefer to play? A class of six-year-old children capable of reading is usually, in normal circumstances, a happy class. A class that can only aimlessly play is rarely as content. The child who reads feels a sense of achievement, he has become in his own mind "a grown-up."

An older child does not like to show his ignorance, so if he cannot read at eight or older he often drifts on apparently unable to learn, solely because he never asks what a word is because he feels he ought to know it. The only reading practice such a child has is the time allocated to him by a teacher, of usually over forty children, during a reading lesson, for he will not read at home. Teachers will be the first to admit that the only children who progress rapidly in learning are those children who continue learning at home by further reading.

Thus in education as in all other constructive building, first things first seems as good a rule as any. A young child is capable of learning to read and write, no child can gain much knowledge without this ability, but little progress in modern life can be attained without it, then why not assist him and teach him to read?

Therefore it seems clear to me that reading and writing should be taught in the Infant Schools, not left to the Primary. It can be taught by many methods, so many that the time allocated to it could with ease be greatly increased in many Infant Schools, for the necessary variety for infants comes from different ways of approach, including many reading games.

I am not advocating any complete swing of the pendulum again. I am solely suggesting that some of the play periods be put to better and happier use.

When the teachers of Britain can, without fear of contradiction, state that there is less than 1 per cent. illiteracy amongst the school leavers in this country, then, and only then will the virulent attacks on them cease and they will be able to claim that their profession is one in which they alone are the masters and they will no longer brook uninitiated theories from the layman.

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## 1944 Education Act

### Operation of Part III.

The putting into operation of Part III of the 1944 Act was the subject of three questions to the Minister of Education by Mr. Morley, Mr. Lewis and Mr. Blackburn in the House of Commons on January 28th.

Mr. Morley asked when, and Mr. Blackburn whether she would take steps immediately to put into operation Part III of the Act.

Mr. Lewis asked the Minister if she would make a statement on her discussions with the deputation that she received on Wednesday, January 20th, representing 145 education authorities in England and Wales, who requested her to operate Part III of the Education Act, 1944; and what decision she has made in connection with this request.

Replying Miss Horsbrugh said she agreed with the opinion expressed in the answer given to Mr. Morley by her predecessor in November, 1950, namely, that Part III of the Act of 1944 should be brought into operation only when it can be effectively implemented.

Continuing, Miss Horsbrugh said: "Though in many respects we are better placed than was the case three years ago for improving bad schools or for doing without them, yet I still doubt whether it would be practicable in the immediate future to enforce, as conditions for admission to an official register, standards as high as are in principle desirable. All this I explained to the deputation, and also the heavy responsibility which would fall to my department, not only for registration of several thousand schools of very varied scope and size, but also for continuing thereafter to secure regular information about them. Meanwhile, I am consulting the Home Secretary about further immediate action for excluding from schools teachers who have been convicted for offences against young persons."

Mr. Morley: "Is the right hon. lady aware that 1950 was over three years ago, and that since then she has had time to get the necessary inspectors and administrative machinery in order to put Part III of the Act into operation? Is she also aware of the rising tide of indignation at the fact that any ex-criminal can start a private school? Is there anything to prevent putting Part III of the Act into operation which could not be overcome by a little more drive and energy on her part?"

Miss Horsbrugh: "I agree that it is three years and two months since that answer was given. The standard which is in force may have slightly improved, but it could not be a standard that most would regard as that which ought to be enforced for the registration of schools."

Mr. Lewis: "The Minister will be aware that on numerous occasions, over a long time, men who run schools have been found guilty of immoral and indecent conduct. They are not fit to be in charge of those schools. As she has known for some years that this has been going on, can she say exactly when action will be taken, because my hon. and right hon. friends on this side of the House would be only too pleased to give her any assistance she may need?"

Miss Horsbrugh: "I thank the hon. Gentleman, and I am sure that the whole House will. I am consulting the Home Secretary about further and immediate action. I should be glad to discuss this with the hon. Gentleman or any other hon. Member, because there are certain points in this difficult, complex subject that cannot be suitably dealt with by question and answer."

Mr. Blackburn: "While not wishing to curtail any conversations the right hon. Lady may like to have with the Home Secretary, may I ask whether she agrees that the only effective way of dealing with this problem is by putting into operation Part III of the Act? In spite of all the difficulties will she not have another look at this question, to see what can be done?"

Miss Horsbrugh: "I do not agree with the hon. Gentleman that the best way of dealing with the subject would be to put into operation Part III. It would involve cumbersome machinery. I am seeing whether we can get some other scheme that is quicker and more efficient."

Mr. M. Stewart then asked the Minister what extra staff would be required in her Department to operate Part III of the Education Act, 1944; and what would be the estimated cost.

Miss Horsbrugh: "Additional inspectors and office staff would be needed. The exact numbers and the cost would depend on the pace and scale of the operations involved, but I estimate that the initial annual cost would be about £50,000."

Mr. Stewart: "Does not the right hon. Lady feel that so far as her Department is concerned there is no great difficulty in bringing Part III of the Act into operation?"

Miss Horsbrugh: "I cannot say that. I would be willing to discuss the matter with the hon. Gentleman. It is not only the number of people and the cost; it is the arrangement for standards and how the scheme is to be worked out."

## More University Students

There are 58,000 students in the Hungarian Universities this year, five times as many as before the war, it was reported at a national conference called by the Hungarian Ministry of Education. This figure represents about sixty-one students per 10,000 head of population.

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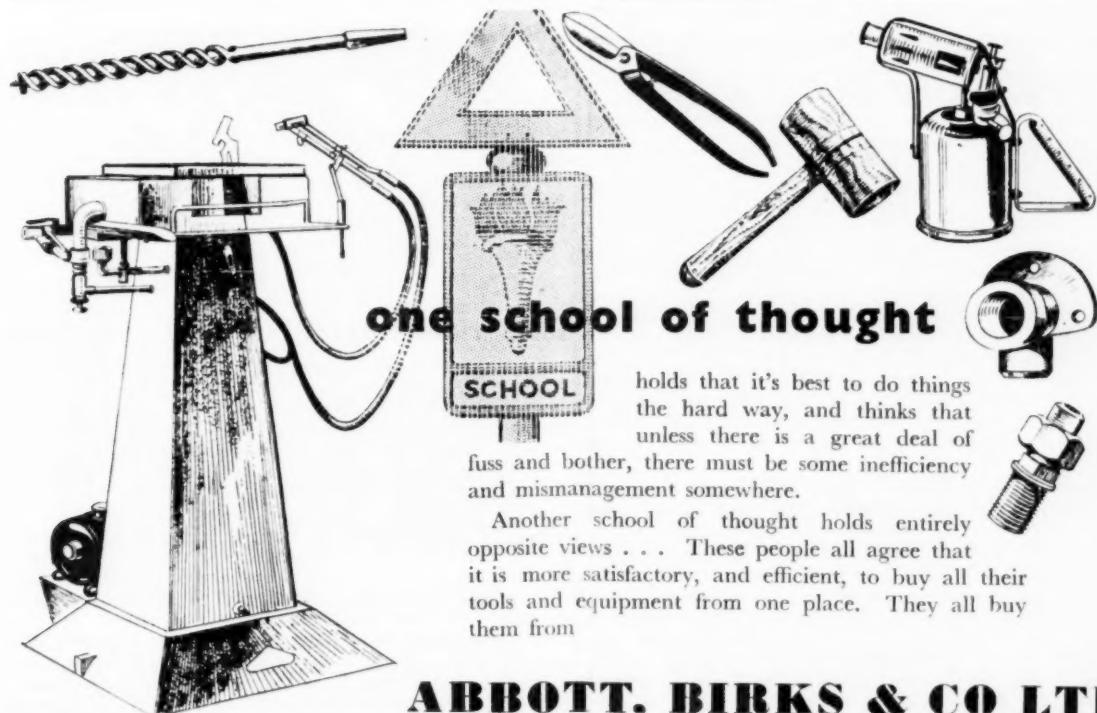


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**C.G.A. 536—Grasshoppers and Locusts.**—This fine strip has the stamp of authority and it is well that specialists should handle such difficult life histories as the insects may provide. Miss N. Waloff has helped beginners considerably by providing a large simplified diagram of a locust in the script—a procedure which might well be followed by other authors. Though the strip deals mainly with short-horned grasshoppers (to which the locusts belong) the long-horned grasshoppers receive passing attention, and, as these have been introduced it is perhaps a pity that the chorodontal organs and method of stridulation of the latter should not have been dealt with as a comparison with the organs of the Acrididae figured in frame 6. One is apt to get the impression that both long and short-horned grasshoppers have the "eardrums" on the side of the abdomen, whereas the former have them in the fore tibiae. The photographs are excellent and the life cycle of the locust well explained. The locust control methods will be of interest apart from the biology lesson. A very full script tells the non-specialist teacher all he needs to know. 30 frames.

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**C.G.A. 549—Using a Ruler.**—The purpose of this strip is to simplify the task of teaching measurement—as an alternative to drawing on the blackboard or the making of model ruler scales in cardboard or wood. The strip is intended for use in primary and secondary modern schools for teaching subdivisions up to eighths in the former and including tenths and sixteenths for the latter. Billy Bones, the pin boy, points out the various sub-divisions "to add human interest" and "as sugar to coat the pill." The illustrations are very clear and well delineated, though nowhere are we shown more than the first four inches of the ruler. No teacher will complain of lack of assistance for an eleven page script provides the answers to Billy Bones' simple antics. 31 frames.

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**C.G.A. 533—Man and Health.**—The third in the series "Man in the Living World" intended mainly for the biology course in Universities and training colleges. This strip surveys the history of man's attempts to control disease. Some interesting statistics are here made available in diagram form—such as the expectation of life in England and Wales, and the causes of death in England and Wales. Distribution of Malaria and Hookworm are shown in map form. The work of Jenner, Pasteur, Lister and Flemming is discussed and Sigmund Freud's valuable contribution to psychology included. This all leads up to the modern trend of medical practice and the National Health Service of to-day. 32 frames.

### THE TEA BUREAU

**No. 106—Tea Growing in Ceylon.**—Most schools no doubt already possess one of the several good filmstrips on Tea, but this strip may well be added as being perhaps the most comprehensive of them all. The strip opens with life on the estate and the various welfare services. Planting and cultivation come next with some good "close up" studies, followed by plucking and manufacture, the various processes being well shown by clearly defined photographs. The concluding section deals with transportation and shipment. Suitable for primary and secondary schools. 38 frames.

\* \* \* \*

### EDUCATIONAL PRODUCTIONS LIMITED

**No. 5084—Moliere's "Les Femmes Savantes."**—Teachers and others who have already used the previous fine strips in the Modern Language series will welcome this addition produced in good time to use in connection with this year's set book for the General Certificate of Education. The text is in the same excellent format as the previous numbers and J. T. Stoker provides such a wealth of suggestions for study that many teachers have made requests for further copies. We are glad to state that additional copies of the script for this number are now obtainable at the modest price of 1s. 6d. per copy. 48 frames.

\* \* \* \*

**No. 6072—The Mediaeval Town.**—A delightful colour strip based on the mediaeval town of Carcassonne with many photographs of wall details to show methods of defence. Some fine dioramas of mediaeval London from the London Museum have been included and there are useful pictures illustrating the life of the people. A fine introductory strip for the primary school. 27 frames.

\* \* \* \*

**No. 5050—The Geography of the Balkans.**—Produced for the L.C.C. and prepared in collaboration with the National Committee for Visual Aids with the co-operation of the Yugoslav Embassy and Bulgarian Legation. This useful and comprehensive strip, the first available on the Balkans, has physical and political maps, and maps showing climate and vegetation, towns and railways, agriculture and trade. There are sections dealing with the Alpine Mountains of the Adriatic Coast, the Highlands and Lowlands, and the Balkan Peoples. Particular attention has been given to economic development. 48 frames.

### Industrialists have their Responsibilities

Speaking at the prize-giving of the Caerphilly Grammar / Technical School last month, Sir Ben Bowen Thomas, Permanent Secretary, Welsh Department of the Ministry of Education said Industrialists have their responsibilities as well as teachers if they are to attract suitable boys and girls to their establishments. They no longer enjoy a buyer's labour market. Generally the best boys and girls can choose and be highly selective. They have the resources of the Youth Employment Service at their disposal to help them. The products of grammar and grammar technical schools in Wales must not be prematurely released to industry, and when they are released they must be admitted to jobs commensurate with their abilities and capacities.

All is not well in personnel selection by industrialists, said Sir Ben. Methods are still haphazard in too many cases and, with trade unions, they need to re-examine many apprenticeship schemes on the assumption that the boys of grammar schools, and grammar technical schools in particular, are not available to them until they have attained sixteen years of age.

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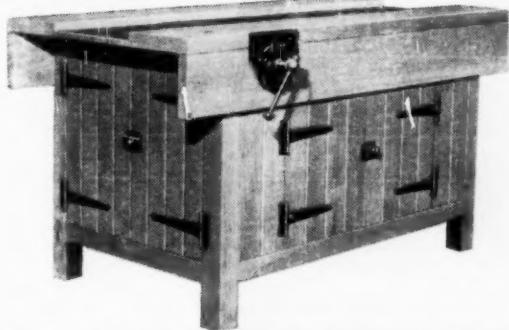
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## BOOK NOTES

**Oxford Triumphant**, by Norman Longmate. (Phoenix House, 16s. net.)

It is a serious business for the sixth former, this drawing up of the list of preferences for university or college on which so much of the future depends. Advice may be sought from careers masters and from the younger "old boys" who are still "up," but the factors to consider, and the penalties of a wrong choice may well daunt any seventeen-year-old. This up-to-date, frank and thorough survey of the undergraduate's Oxford will help to clear the air. Anyone reading this book and then deciding to go—or not to go—to Oxford will at least know what he is in for, or what he is escaping. A complex organization such as the University of Oxford with traditions going far back into the past and a present-day life so multifarious and varied is difficult to reflect in its entirety in one volume, even one so packed with facts, figures, people and anecdotes as this. Bias, distortion, selective reporting, omissions there must be. But Mr. Longmate has tried hard to be fair. If he smites the lazy don, or the shortcomings of the much vaunted tutorial system or the survival of hooliganism with an excess of zeal, the imperviousness of complacency must be his excuse. If his picture of an Oxford obsessed by sex and riddled with repressions if not with active perversions seems a little over-drawn, the answer must be that anyone who opens all the windows to let in fresh air is apt to cause a draught. To the question "Is Oxford worth it?" he has an emphatically positive answer, though he warns the arts graduate that, unless he wishes to teach or already has a job lined up for him, his university degree will be of very questionable value in earning a living. But "three years spent at Oxford are a pleasant, indeed an unforgettable experience." Members of the University, resident or otherwise, will read this book with anger, with glee or with calm appraisement, according to their temperament—but with it once in their hands, they *will* read it. Journalists and the general public will find much in it to sustain that sensational attitude to the University which the writer so repeatedly deplores. And, interspersed among the anecdotes, the revelations, and the revaluations, the young man or woman choosing a university will find much useful information, sound sense and good advice. By all means, add this to your school library list.—C.

**Whitaker's Almanack, 1954.** (J. Whitaker and Sons, Ltd., 15s.)

No introduction is needed for this old-established year book now in its 86th year, but there are several new features in the 1954 edition worthy of special notice. It is the largest ever to be published and contains 1,190 pages. In recording Coronation year it contains for the first time in its history a section of illustrations. Sixteen pages of photographs depict the Coronation and its attendant ceremonies, and other outstanding events and personalities of the year.

The section dealing with Public Bodies has been extended to give full information about the newly-formed Press

Council, the Council of Industrial Design and the Historic Churches Preservation Trust, and for the first time since the war, space has been found for details of the great London Teaching Hospitals. Particulars of the National Health Service and the benefits obtainable under it have also been provided.

In the statistical section, the article on British Railways has been recast, the effect of the Transport Act of 1953 explained, and many new facts and figures given.

A new article on Sterling Balances, with figures from 1949 to 1952, has been added, and an entirely revised table of Distances from London by Air is given, with the distances by *Comet* in appropriate instances.

The usual review of events of the year covers all the most notable occurrences and all other features are brought up-to-date.

A veritable *vade mecum* for everybody's bookshelf.

\* \* \* \*

**The Language of Science**, by T. H. Savory. (Andre Deutsch, 10s. 6d. net.)

That we live in an age of science is a truism. That none of us can afford to ignore the findings of science is equally generally recognised. It is a remarkable fact, therefore, that the medium in which the discoveries of science are recorded, the language of science, has received so little attention from philologists. The object of Mr. Savory's book is to make some contribution to repairing this neglect. He is himself a pure scientist, and here he is obviously enjoying himself, for he is in the scientist's heaven—he has lighted upon a hitherto almost unsurveyed field of enquiry to explore. So wittily, so readably, so "humanely" (to provide him with another word with changed meaning) does he record his findings that his readers enjoy themselves also. He performs the remarkable feat of taking the philologist and the scientist by the hand and conducting both simultaneously through the territory of the other. It is all delightfully done: seldom can a new field of study have been so attractively introduced.

As becomes a pure scientist, Mr. Savory has set himself very definite limits for his enquiry. It is a survey of facts only. He is not concerned, for example, to show how the young scientist may acquire that agreeable lucidity which he himself displays, or how the gap in linguistic communications can be bridged between the laboratory and the workshop, between the pure scientist and the technician. But to carp at an author for failing to deal with matters outside his terms of reference would be a sorry return for the pleasure and profit we have derived from his pages. There are chapters on the relation between language and science, on the words the scientists use and on the historical growth of his vocabulary, the literature of science, and so on. Here is a most useful and stimulating addition to the "general" shelves of the scientific or technical library and a *vara avis* which the language student will be glad to include in his collection.—C.

\* \* \* \*

**Intelligence Testing and the Comprehensive School**, by Brian Simon. (Lawrence and Wishart, 6s. net.)

Mother Nature must be infuriating to the planners and levellers; she refuses so obstinately to subscribe to their Acts of Uniformity. She just cannot be persuaded—as apparently can the London County Council—that black is white, or rather that there are no blacks or whites but only

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a uniform grey. It is this that makes the task of Mr. Simon and his fellow-enthusiasts for egalitarian democracy so difficult. So long as the struggle was for equality of opportunity, all things were possible, for reform was concerned with man-made political and economic conditions; but once the further step is taken from "all men are born equal" to "all men are born alike" the position of the theorists, however skilfully defended, is untenable, indeed is vulnerable to the first breath of common sense, blown upon it very probably by the very "common man" whom they seek to benefit.

Among the converted, Mr. Simon's book is likely to meet with a warm welcome. As a quarry from which to excavate arguments in support of the comprehensive school for use on the political platform, in the council chamber, and elsewhere, it is admirable. There is just enough of the jargon of current educational controversy to carry conviction and a careful avoidance of those subtleties and qualifications which can so tiresomely cloud the party politician's argument. While quick to seize on tendentious selection of evidence by others, Mr. Simon is always prepared to ignore factors inconvenient to his own main thesis. He has very cleverly harnessed the present critical attitude towards over-reliance on intelligence tests in order to campaign for their total abolition. For in the unstreamed school of his Utopian dream there will be no need for testing; all children have the same potentialities, and if we only teach them skilfully enough, they will all march forward in line along a common front . . . All the cherished freedoms of our educational system go down before him. Since all children are to advance together, they must all be taught the same things (e.g. reading and number) in the same way and at the same time. Away then with the "Handbook of Suggestions" and its charter for the right of every teacher to plan his teaching in the way best suited to his own and his pupils' capacity. Since all children must follow a common curriculum till they are old enough (at fourteen or fifteen) to choose a vocation, all schools must teach the same subjects and with the same emphasis. Away then with the school's freedom to plan its own curriculum and with the late George Tomlinson's Ministerial pronouncement "the curriculum is not my business." Since there must be no allowing of the bright children to forge ahead in order to enter the university with some progress already made with their specialised studies, the universities must alter their entrance requirements and extend the length of their courses. Away then with the academic freedom and autonomy of the universities. Since no child may have the advantage of being taught in a smaller class and under more favourable conditions than are yet available for all, "the public schools must go"—it is characteristic of Mr. Simon's approach that he should use the politically effective term "public schools" instead of what he knows to be the more appropriate term for his context "independent schools." Away then with the principle of "diversity within unity."

This is unquestionably a book that everyone with the welfare of our educational system at heart should read and ponder. It makes abundantly clear where the comprehensive school concept is leading. Mr. Simon is to be thanked for having brought us out into the open so that all may see the abyss of mediocrity which is yawning at our feet.—C.

\* \* \* \*

**On this Rock**, by Rev. Gordon Huelin, B.D., M.Th. (Relig. Educ. Press, 4s.)

Many teachers and youth workers may have felt the need of a brief, reliable, and attractively-written story of the Christian Church through the ages, and in this volume such a need is met. The author, the Rev. Gordon Huelin, B.D., M.Th., of St. Bartholomew's, Gray's Inn Road, London, is master of a vivid style of writing, and he has succeeded in covering in broad outline the history of the Church in sufficient detail to make an attractive volume for young people. In order to preserve an even balance between



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Anglican and Free Church opinion, the manuscript has been read by the Rev. Ernest A. Payne, M.A., D.D., the well-known Free Church historian and Secretary of the Baptist Union of Great Britain and Ireland, who has written a commendatory foreword.

\* \* \* \*

**Paper Sculpture for Schools**, by Frederick T. Day. (Newnes Educ. Publishing Co., 7s. 6d.)

Frederick Day needs no introduction to SCHOOL GOVERNMENT CHRONICLE readers, his previous works on paper craft for schools being well-known. Here, however, he breaks new ground and this book introduces a new and fascinating craft for handwork classes, an art form which has already made a recognized contribution to commercial display. As with his other volumes he leads the reader from the elementary stages by easy progression to advanced work, illustrated by photographs of several commercial displays in which this medium has been used. In paper sculptures we have a useful subject not only for study in schools, but at educational centres and in the home. This book will provide a complete guide to this new craft.

\* \* \* \*

**Stories of Mathematics**, by S. Ewart Williams, B.Sc. (Evans Brothers, 5s. net.)

This is an excellent little book. In a series of readable narratives, illuminated by sketches and diagrams, the author tells the story of the development of counting and the theory of number, and the contributions made to the progress of mathematics by some of the early mathematicians. There are ingenious exercises and problems at frequent intervals throughout and an illustrated glossary of mathematical terms—"The Story of Words Used in Mathematics"—at the end. The book is well designed to set mathematics against its wider practical and cultural background—C.

\* \* \* \*

**Kingsway English**, Junior Series, by J. C. Gagg. (Evans Brothers, Bk. 1, 3s. ; Bks. 2-4, Es. Ed., Teacher's Book, 5s. net.)

In this lively and realistic new series, the author, a county primary school adviser, sets out to abolish the idea of "English" as a separate subject. "Since English comes into everything, everything ought to come into English," he declares, and these books are certainly full of an astonishing variety of material. Whatever may be expected to come within the ch'dl's range of interest is drawn upon to stimulate imagination or provide the starting-point for thought, speech and writing. The exercises grow naturally out of the reading matter and such formal language study as is introduced is made to spring from a felt need. The approach is friendly without being condescending, and the gradation in the four books is admirable. There is a useful Teacher's Book, with many valuable suggestions and much practical advice on getting the most out of the time devoted to English studies. Two words in Mr. Gagg's ear, however Having produced so good a series he would have done better to refrain from impressing its excellence on the reader so frequently, for a good wine needs no bush. Secondly, there is an inescapable difference between the language of speech and the language of writing; the well-intentioned conversational style in his Teacher's Book by denying this becomes a bastard form of expression, neither speech nor writing.—C.

\* \* \* \*

**Biology as a Career**. (Institute of Biology, 2s. 6d. net.)

Careers masters and mistresses, university appointments boards and others charged with the vocational guidance of those seeking to make a career in science will be grateful to the Institute of Biology for this admirable survey. There are sections on training, the openings for professional biologists at home and overseas, present and future supply and demand and existing rates of pay. Attractively

illustrated and produced, this booklet is well designed to attract suitable young men and women into this most interesting and varied profession.—C.

\* \* \* \*

**Chez les Bonvoisin**, by A. L. Carré, L.ès. L., Docteur de l'Université de Paris. (University of London Press.)

A useful little French reader for those with some slight knowledge of the language. The present tense is used throughout and the object-pronouns are introduced gradually. The chapters are carefully graded in difficulty and there are questions and exercises on each chapter. The reading text consists of a series of amusing little stories of the doings of two families of next-door neighbours. Despite the necessary simplicity of the language, there is an air of spontaneity and reality throughout which should make this reader admirable for class use.—C.

\* \* \* \*

**Physical Education and the Educative Process**, by J. W. Tibble, M.A., M.Ed. (Evans Brothers, 2s. net.)

This latest addition to the University of London Institute of Education's "Studies in Education" takes the form of a lecture delivered at a conference of lecturers in physical education. It is concerned with the place of physical training in a philosophy of education which sees the greatest achievement so far in the civilization of ancient Greece. The argument of the paper may be summed up thus: "The Greek ideal of a liberal education with equal emphasis on the development of mind and body, aiming at individual fulfilment and happiness no less than citizenship and service to the community—this ideal commands general acceptance to-day. It is the minimal basis of agreement among us." A thought-provoking study which might well set training college students on some profitable lines of further reading.—C.

\* \* \* \*

#### OTHER PUBLICATIONS RECEIVED

**Teaching Primary Arithmetic**, by J. C. Gagg. (Newnes Educ. Publishing Co., 7s. 6d.)

**Higher Education in the U.S.S.R.**, by F. G. Petrovsky. (Soviet News, 6d.)

**Basic Pattern Cutting Folders for Dressmaking**, by E. Lucy Towers and Helen Lew's. (Univ. of London Press, 1s. each). Nos. 7 to 12, sleeves and skirts.

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## MISCELLANY

**Dr. K. S. Dodds, D.Sc., Ph.D.**, has been appointed director of the John Innes Horticultural Institution in succession to Professor C. D. Darlington, and will take up his appointment at Bayfordbury on March 1st.

\* \* \* \* \*

**The E.A.W. Certificate Examinations** in Electrical Housecraft are held twice yearly. At the December examination thirty-three teachers and sixty-eight demonstrators gained the Certificate. To date 1,850 teachers and 2,074 demonstrators hold the Certificate.

\* \* \* \* \*

**Miss Ruth Cohen** has been elected to succeed Dame Myra Curtis as Principal of Newnham College, Cambridge, on October 1st. Miss Cohen is a Fellow of the college and University Lecturer in Economics. Dame Myra Curtis has been Principal since 1942.

\* \* \* \* \*

**The College of Preceptors** is arranging a Summer Vacation Course to be held from July 27th to August 7th. This year, for the third time, the Course will be for teachers of children aged five to nine and will be concerned mainly with Art, Craft and Music. The Course will be in the charge of Miss B. M. Culham.

\* \* \* \* \*

**Columbia University, New York**, which was granted a charter by George II in 1754 celebrates its bicentenary this year. It now has over 25,000 students, nearly 2,000 of whom are from abroad. Scholars from Britain will take part in the six conferences for intensive study and deliberation which are to assemble throughout 1954.

\* \* \* \* \*

**The report of the council** of the University of Birmingham for the year ended July 31st, 1953, mentions a deficit of £3,406 for the year, making the accumulated deficit £73,596. Principal items leading to the failure to make ends meet were increased wages and salaries, fuel and rates, and a reduction in the total received for students' fees.

\* \* \* \* \*

**Dr. Rupert M. East**, prominent British educator who previously worked more than twenty years in Nigeria and served on an international mission to Pakistan, has arrived in Venezuela to work with the government of the Latin American republic in operating a national centre to train leaders of fundamental education—that is, education aimed at raising living standards.

\* \* \* \* \*

**Thomas R. Rowell**, former director of education in Hong-Kong who recently completed a one-year mission to the Philippines for the United Nations' Educational Scientific and Cultural Organization, has gone to Rangoon to work with Burmese educators in their programme of training rural school-teachers specially qualified for work in improving village living conditions.

\* \* \* \* \*

**The new salary scales** for teachers proposed by the Secretary of State for Scotland were rejected at a meeting of the Educational Institute of Scotland in Edinburgh on February 6th. Delegates, representing 28,000 teachers, voted to take a plebiscite to find the view of teachers on the formation of a strike fund, and to investigate "all possible forms of coercive and other action."

\* \* \* \* \*

**England's first nursery** for spastic children and the first voluntary run clinic for spastics was opened by Lady Churchill at Bramley Hill, Croydon, recently. It was the result of the work of Croydon and District branch of the National Spastics Society. It is estimated that there are

more than 20,000 spastics in the country, half of them under sixteen. The Society has more than 4,000 members.

\* \* \* \* \*

**A grant of £2,000 a year** for the next seven years is being made to Birmingham University by the Dunlop Rubber Company, partly for general purposes but mainly to establish a Dunlop Fellowship for research work on the chemistry of high polymers, including natural and synthetic rubbers; provision for technical assistance; and the purchase of apparatus not normally available. The £2,000 is being paid clear of income tax.

\* \* \* \* \*

**A scheme designed** to attract more university graduates to the service of local authorities has been adopted by Derbyshire County Council. In future, six posts for general clerks and accountancy assistants are to be reserved for graduates. In addition, graduates will be entitled to compete for posts in lower grades of the council's service, particularly where promotion prospects are reasonable. In such cases the graduates may be granted up to three additional increments on their basic pay.

\* \* \* \* \*

**The Spring issue** of *Listen and Learn* is now available. This eight page pamphlet contains illustrated articles on some of the most important series to be broadcast during the next three months and a classified guide to talks, discussions and other programmes. A quarter-of-a-million copies are being distributed to all public library authorities in Great Britain and Northern Ireland, and to many evening institutes, educational organizations and class tutors for free distribution to interested listeners.

\* \* \* \* \*

**Miss Mary Trevelyan**, Adviser to Overseas Students, University of London and Chairman of the Standing Committee of the Conference of Voluntary Societies on the Welfare of Colonial Students in London, is lecturing for the British Council in West and East Africa on Life in Britain with particular reference to universities and to the life of students from overseas. She will visit Nigeria, the Gold Coast, Sierra Leone and Gambia in West Africa and will also tour Tanganyika, Zanzibar, Kenya and Uganda.

\* \* \* \* \*

**A five-day non-residential** elementary course on "The Art and History of the Film" will be held by the British Film Institute on Monday to Friday, April 26th–30th, in the Music Room of the Y.W.C.A. Central Club, Great Russell Street, London, W.C.1. During the course, the sixty-years' history of the cinema will be copiously illustrated by films and film extracts. Lecturers from the Institute staff will deal with practical aspects of film production, film criticism and the impact of the cinema on society.

\* \* \* \* \*

**The number of apprentices** entering the building industry was not sufficient to replace the skilled men who were dropping out, stated Sir David Eccles, Minister of Works, when opening the "Building To-day" exhibition at Willesden Technical College. We should not have the craftsmen we needed unless boys were prepared to enter the industry and parents were willing to put their boys into it, he said. They must ask parents if they were sure that the demand in other industries will be there for years to come, as it will be in building.

\* \* \* \* \*

**Details have now been** issued of the Seventh National Exhibition of Children's Art, sponsored by the *Sunday Pictorial*. The principal awards are a £250 Art Training Grant and a £50 craft award. Numerous other awards will be made and the selected works will be shown in London during September and subsequently on tour to five of Britain's major cities. Entries have to be in by February 25th and further particulars can be obtained from National Exhibition of Children's Art, 1954, 7-9, Breams Buildings, London, E.C.4.

**ONE PAL TO ANOTHER**

Dear Bill, Glad to hear you've got the job at the new school. I called in yesterday but you had gone to the office. I had a look round while I was there & I see you've got asphalt floors & asphalt tiles. They look very nice but if you'll take a tip from me—be careful what you use on them. Only the other day the architect warned me off using ordinary "POLIPHALT." I believe it's specially made for asphalt. Next time you are in the office I'd ask them about it. If I were you on Friday at the Black Bull. Yours Fred

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## A Director of Education Reviews

### The Education Authorities Directory 1953-54

Ever since the establishment of Local Education Authorities half a century ago the School Government Publishing Company, Ltd. has issued with unfailing regularity its *Education Authorities Directory and Annual*. The 1953-54 volume, now in the hands of its many regular users, has all the merits of its predecessors and where possible excels them. The cover and format have wisely been left in the familiar form of past years, while achieving a high standard of book production. The book is easy to handle and in education offices, in universities, colleges, institutes and libraries will be both welcome and indispensable.

Articles of interest and importance are contributed on Education in 1952, Ten Years of English by Radio and Secondary Education. The first of these articles reviews with insight and independence the principal events and developments in education during that year. The second article fittingly commemorates the first regular broadcast of English for foreign learners in July, 1943. The writer on Secondary Education gives his readers a sermon on Colossians III, 11, and would force his readers to think again on the tripartite framework in secondary education and a workable comprehensive school as a desirable solution to many difficulties and problems. A most helpful and distinctive feature of this excellent volume is a Diary of Coming Events. This provides a guide to all the important educational meetings and conferences to October, 1954. The directory proper follows the old familiar pattern and for this its regular users particularly will be most thankful. The publishers wisely recognize that their selection and arrangement of material have stood the test of time. Those who use this volume know just what they want and they want to be able to find it easily and to rely absolutely on the accuracy of what they read in it. The directory answers their needs in these respects and for that reason has become an indispensable reference book. All the essential information is clearly and adequately given and is not confused with a mass of unnecessary data either nominal or statistical. Here it should perhaps be mentioned that the Directory is no merely English guide. Full particulars are given of all the Scottish and Northern Irish Education Committees, Grammar Schools, Technical Schools, Institutions of Further Education, Training Colleges, Universities, Special Schools and Approved Schools. There it all is, in one remarkably handy volume, all that the administrator, appointed or elected, may need whether it relates to England and Wales, Scotland, Northern Ireland, the Isle of Man and the Channel Islands. The Directory thus in effect incorporates many lists and guides between its well-known yellow covers. Its informative library section is, as always, a reminder of an incomplete development in the unification and administration of educational provision.

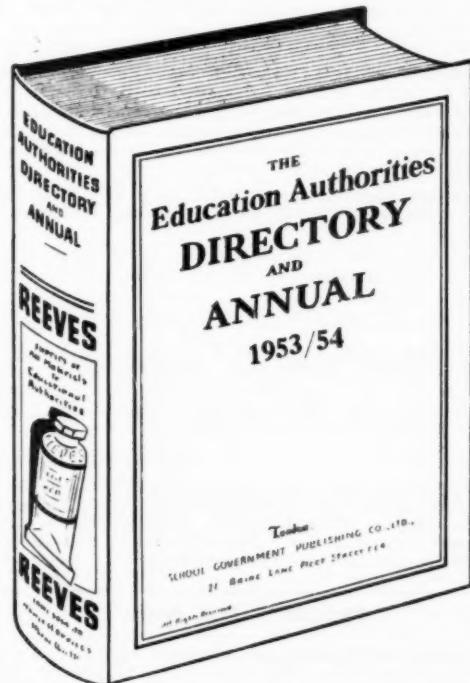
The List of Associations, Societies and other Organizations concerned with education is not the least valuable section of the new volume. The list brings right up to date the names of all those bodies and their secretaries and the location of their offices from "Allied Schools" to "Young Women's Christian Association." The whole volume is a triumph of publication and production and can be recommended with complete and unreserved confidence.

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## Need for Economy and Reduced Taxation

A plea for easement in taxation for the middle classes was made by Mr. A. W. Tuke, chairman of Barclay's Bank, in his annual statement to stockholders.

The year, 1953, he said, has been an eventful one, perhaps the most eventful, and in some ways the most hopeful since the war ended in 1945 . . . . Our reserve of gold and dollars continues to climb slowly towards the still distant goal of sufficiency ; sufficiency, that is, to support sterling as a convertible international currency, for which improvement in our external reserves credit is due to the authorities.

### Need for Government Economy.

The efforts of the Government to improve the atmosphere, in which it has received loyal support from all sections of the community, can however all be wasted unless the question of its own expenditure is tackled in a sterner and more business-like way. It is true that there exist various statutory checks on expenditure, but it is also true to say that, with the exception of the Treasury, they work at too late a stage to exert more than an indirect or moral influence. The problem must be tackled at an earlier stage, when policy is being decided.

It is a horrifying thought that nearly one-third of the whole national product now falls into the maw of Government. Difficult though it may be, it is the civil expenditure of the Government, including the local authorities, which must be ruthlessly curtailed. If there is to be any further increase in social services, it can only come out of increased production.

### Taxation and the Middle Classes.

There is hardly any limit to the evils which flow from excessive taxation, and if, said Mr. Tuke, I pick out one for special emphasis it is because I feel, that, despite his lip-service, it does not sufficiently interest the party politician. I refer to the plight of the men and women who provide the brains, the enterprise, the leadership, without which the manual workers, however skilled, would be as helpless as sheep without a shepherd. If it were decided to make taxation less intolerable, for the middle classes the best means of giving effect to this decision would undoubtedly be through the earned income allowance, a concession which the Chancellor has already expressed a desire to make. Not only might the proportion be made more favourable, but, even more important, the upper limit of this allowance should be removed, so that full benefits are no longer denied to those who most deserve them from the point of view of the services which they render to their employers and through them to the nation.

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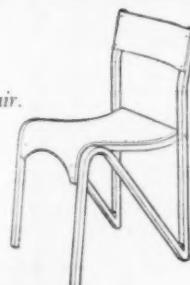
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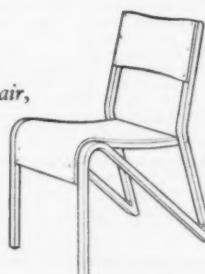
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